First Nations, Métis and Inuit Education Policy Framework

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Alberta LEARNING

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Introduction

The Native Education Policy Review is part of Alberta Learning's commitment to enhance educational opportunities for Aboriginal learners in the province, and to develop an ongoing dialogue with Aboriginal communities and other education stakeholders.

Alberta Learning thanks all Albertans who participated in the Native Education Policy Review for sharing their vision, advice, and education goals. Special recognition must also be extended to First Nations and Métis authorities, provincial educational organizations, and federal and provincial government departments for their time and commitment in providing representation to the Native Education Policy Review Advisory Committee.

Background

In Section 35 of the *Constitution Act, 1982*, Aboriginal Peoples of Canada are identified as "*Indian, Inuit and Metis peoples of Canada.*" There are 46 First Nations in Alberta with many different cultures and languages. Traditions and protocols vary from community to community. Approximately 117,470 people in Alberta identified themselves as North American Indian in the 1996 Canada Census.

In 1984, the Committee on Tolerance and Understanding released a discussion paper, referred to as the Ghitter Report, on Native education in Alberta. The Committee noted that while a majority of Aboriginal children attended provincial schools, the provision of education services for these children was problematic because of the fragmentation of responsibility and coordination among Native communities, the provincial government, and the federal government. The Ghitter Report contained a number of key recommendations for Alberta's Ministry of Education. The Ministry responded by establishing the Native Education Project team to develop a Native Education Policy to serve as the foundation for improving the delivery of quality education to Aboriginal learners in Alberta.

On March 25, 1987, the Minister of Education introduced the following *Policy Statement on Native Education in Alberta* to the Alberta Legislative Assembly: "Alberta Education supports education programs and services which provide enhanced opportunities for all Alberta students to develop an understanding and appreciation of Native histories, cultures and lifestyles. These programs and services also provide opportunities for Native people to help guide and shape the education their children receive."

Education is a very serious topic to First Nations peoples because it is a beacon of hope to many who want to improve their lives and obtain employment to raise their families and help their communities.
(Treaty 8 Member)

Over the years, many worthwhile initiatives have resulted from the policy statement including the hiring of Aboriginal staff, the publication of Aboriginal learning resources, the development of Cree and Blackfoot languages curricula and resources, the development of cultural awareness projects, support for Aboriginal teacher education programs, and the establishment of Aboriginal parent committees (Appendix A).

While successes were achieved through the 1987 policy, Alberta Learning seeks to ensure that all policy directions remain relevant to the educational needs of today's Aboriginal learners.

The Need for the Review

In the spring of 1999, a review of the 1987 Native Education Policy in Alberta was initiated.

The Native Education Policy Review is part of Alberta Learning's commitment to enhance educational opportunities for Aboriginal learners in the province, and to develop an ongoing dialogue with Aboriginal communities and other education stakeholders.

It is time for government, in partnership with school jurisdictions and Aboriginal people, to place a high priority on the education of First Nations and Métis students.
(Treaty 6 Tribal Chiefs Institute)

The Review is also part of Alberta Learning's commitment to the Government of Alberta's Aboriginal Policy Framework. In September 2000, the Government of Alberta released: *Strengthening Relationships: The Government of Alberta's Aboriginal Policy Framework*. The Framework seeks to enhance opportunities, including educational opportunities, for all Aboriginal peoples in the province. Through the Framework, the Government of Alberta is committed to working with Aboriginal people, federal and municipal governments, industry and other interested parties to (1) improve individual and community well-being and self-reliance, and (2) clarify federal, provincial and Aboriginal roles and responsibilities.

While all governments including First Nations, Métis, federal and provincial governments have undertaken initiatives over the last 10 to 15 years to increase the educational successes of Aboriginal people, significant improvements in educational attainment, labour market participation, and income levels can still be made. Current demographic trends underscore the urgency of addressing this need (Appendix B).

Principles

The Native Education Policy Review was carried out according to principles adopted from the Alberta Government's *Strengthening Relationships: The Government of Alberta's Aboriginal Policy Framework* (Appendix C).

They also need to know that we have special status in Canada as First Nations and Treaty Indians with specific rights that were attained through treaties. *(Treaty 7 Elder)*

The Review recognized that First Nations, Métis and Inuit people are not special interest groups in Canada. They are unique constitutional and governance entities, whose place in Canada is unlike that of any other people because of their original occupancy of Canada, their treaty rights, and Section 35 of the *Constitution Act, 1982* that recognizes and affirms the "existing aboriginal and treaty rights of the aboriginal peoples of Canada."

The Native Education Policy Review process was designed to respect the governance, treaty, and constitutional rights of First Nations authorities for Kindergarten to Grade 12 schools and post-secondary institutions located on First Nations land.

Long-Term Expected Outcomes

The long-term expected outcomes of the Review are to:

- Improve First Nations, Métis and Inuit learner success in Early Childhood Services to Grade 12 and in post-secondary education.
- Recognize and increase parental involvement in the education of First Nations, Métis and Inuit learners.
- Strengthen relationships among First Nations, Métis and Inuit people, school jurisdictions, post-secondary institutions, vocational schools, apprenticeship providers, industry, other key education stakeholders, and government.
- Foster a greater appreciation and understanding by all Albertans of First Nations, Métis and Inuit people.

> We must take the things that are good from both our cultures and the mainstream society and learn both. Only then will we have the skills to survive in both worlds and be successful.
> *(Treaty 7 Member)*

The Process

In September 1999, the Native Education Policy Review Advisory Committee was formed to assist Alberta Learning with the Review. The Advisory Committee consisted of representation from First Nations and Métis authorities, other key education stakeholders and government. The Advisory Committee played an integral role in the development of the First Nations, Métis and Inuit Education Policy Framework.

The First Nations, Métis and Inuit Education Policy Framework reflects the collective voice of over 5,000 participants in an Alberta-wide consultation process. Community input was received through:

1. Contracts with First Nations and Métis authorities.
2. Consultations with education stakeholders and other Albertans.
3. A comparative review of Aboriginal education research and initiatives in other jurisdictions.

> Let me congratulate you for undertaking the policy review. This review is both necessary and timely, given the tremendous changes impacting Aboriginal people throughout the province.
> *(Dr. D.H. MacRae, President, Keyano College)*

Students Conquer Obstacles to Graduate. The sounds from a traditional drum group filled the air as thirty-six Aboriginal students from three high schools in Fort McMurray and one from Janvier walked on stage to receive recognition for completing high school. "As Aboriginal students who have to move away from home to attend school, you face challenges, challenges you wouldn't have to face in your communities such as loneliness, no family support, dealing with things on your own," Chief Archie Cyprien of the Athabasca First Nation told the students. "These efforts only make you stronger. Remember you not only make your parents proud for completing high school, you also make your community proud."

(Alberta Sweetgrass, May 7, 1999)

1. Contracts with First Nations and Métis Authorities

Contracts were signed with each authority representing the three main treaty areas in Alberta (Treaty 6, 7, and 8), the First Nations and Adult Higher Education Consortium (FNAHEC), the Métis Nation of Alberta Association (MNAA), and the Métis Settlements General Council. These authorities held public consultations within their communities. On a number of occasions meetings were carried out in the residents' first language. Reports were then submitted to the Review.

2. Consultation with ministry staff, education stakeholders and other Albertans

Other consultation activities were undertaken:

- Regional meetings were held in Alberta's nine largest urban centres with learners, native liaison workers, parents, teachers, principals and school administrators.
- Zone level meetings were held across the province with school superintendents, school board members, and school board business officials.
- Meetings were held with Alberta's public post-secondary institutions. Post-secondary institutions were also invited to provide a written submission to the Review.
- Meetings were held with other community members including industry representatives.
- Meetings were held with provincial ministry officials and key federal ministry officials.

3. A comparative review of Aboriginal education research and initiatives in other jurisdictions

Some comparative work was also undertaken:

- A review of Aboriginal education research.
- A review of current Aboriginal education programs supported by the Government of Canada, other provincial governments in Canada, and various international jurisdictions.

The Policy Framework

The First Nations, Métis and Inuit Education Policy Framework was developed under the advice of the Native Education Policy Review Advisory Committee. The public consultation process, the foundation of the policy framework, was one of the largest consultation processes on Aboriginal education undertaken in Canada.

The policy framework is designed to be a living document. It is expected to change over time as the vision, policy statement, framework goals, framework principles, strategies are implemented, and the performance measures and outcomes are evaluated. It is anticipated that the policy framework will help stakeholders identify their role in helping First Nations, Métis and Inuit learners achieve their educational goals. It is also anticipated that the policy framework will help guide planning and evaluation of Aboriginal learner programming.

Format of the Policy Framework

The policy framework contains a vision statement, goals, principles, strategies, and performance measures intended to provide Alberta Learning and education stakeholders with direction in improving Aboriginal learner opportunities and success in Alberta.

Aboriginal involvement and participation concerning all aspects of program design, delivery and evaluation is a key factor in the success of any curriculum or program aimed at Aboriginal learners. *(Dr. Rod Fraser, President, University of Alberta)*

Appendix A is a list of selected Aboriginal education initiatives carried out by Alberta Learning from 1987 (when the *Policy Statement on Native Education in Alberta* was introduced) to 2001. Appendix B provides some demographic background on Alberta's Aboriginal population. Appendix C contains *Strengthening Relationships: The*

Government of Alberta's Aboriginal Policy Framework. Appendix D is a What We Heard Report from the Native Education Policy Review Advisory Committee. It contains strategies and priority actions that require further consideration. Appendix E is an overview of Aboriginal education initiatives in other provincial and international jurisdictions. Appendix F is a list of references.

Quotations in the margins are a sampling of views expressed by various people during the consultation process. Relevant statistics and/or insights from newspaper articles are also provided in the margin.

Readers who wish to learn more about the community input received by during the Review are encouraged to read the written submissions. These can be found on Alberta Learning's website at www.learning.gov.ab.ca.

Vision

The life-long learning aspirations and potential of First Nations, Métis and Inuit individuals and communities are realized through a responsive and accountable public education system that is recognized as a provincial leader in Aboriginal education.

I believe that education is our buffalo. If any changes for the good are to be made it will be education that does the job. It doesn't matter where you send your kids; you need to support them to succeed - to give them a chance to succeed.
(Treaty 7 Member)

Policy Statement

Alberta Learning commits to proactive collaboration and consultation with First Nations, Métis and Inuit parents and communities, and other key education, government, and community stakeholders to implement learner-focused strategies that will:

- Increase and strengthen knowledge and understanding among all Albertans of First Nations, Métis and Inuit governance, history, treaty and Aboriginal rights, lands, cultures, and languages.
- Provide First Nations, Métis and Inuit learners with access to culturally relevant learning opportunities and quality support services.
- Develop ministry capacity to address First Nations, Métis and Inuit learner needs effectively.
- Report progress on the achievement of expected long-term outcomes for First Nations, Métis and Inuit people, and other Albertans.

In the Wheel of Life everybody has a role. As a community, all the parents and Elders need to get involved in the school so that their children can benefit from their caring and support.
(Treaty 8 Member)

Achieving the Vision

Alberta Learning has primary responsibility for the implementation of the policy framework. In instances where community issues may require attention, responsibility for such issues is shared among various stakeholders, and will require the goodwill and ongoing collaborative efforts of the federal government, the provincial government, educators, professional associations, community organizations, industry, and First Nations, Métis and Inuit parents, learners and communities.

There clearly needs to be true collaboration between all parties that are striving to meet the needs of Alberta's Aboriginal people in the 21st century. This is especially true in respect to the rapidly growing urban Aboriginal population.
(Dr. Dean Stetson, Vice-President, Student and Enrolment Services, Lethbridge Community College)

Goals

First Nations, Métis and Inuit learners are increasingly realizing their education goals. Accounts of individual successes and accomplishments shared during the Review are evidence of such achievements. Learning from these successes is an important part of this Review's goal to help First Nations, Métis and Inuit learners overcome difficulties in their learning experiences. For example, in 1996, the high school graduation rate for First Nations, Métis and Inuit learners was 15% less than those individuals who did not report Aboriginal ancestry on the Census. About 4% of First Nations, Métis and Inuit learners completed university compared to about 14% of individuals who did not report Aboriginal ancestry on the Census.

Between 1991 and 1996, the percentage of the Aboriginal population in Alberta aged 15 or over involved in post-secondary education went from 38.0% to 43.4%. Those with a trade certificate went from 3.0% to 3.5% and those with a university bachelor's degree or higher increased from 3.7% to 4.1%. *(1991 and 1996 Statistics Canada)*

The following goals are designed to support First Nations, Métis and Inuit learners, and are not intended to diminish or detract from the importance of their strong value systems, cultures, languages and communities.

Goal 1: High quality learning opportunities that are responsive, flexible, accessible, and affordable to the learner.

- Identify and reduce barriers preventing First Nations, Métis and Inuit learner and community access and success.
- Prepare and support educators to meet the needs of First Nations, Métis and Inuit learners and communities effectively.
- Use effective communication practices (e.g., indigenous languages) to improve the information flow between government and First Nations, Métis and Inuit parents and communities.
- Strengthen the use, sharing, recognition and value of indigenous knowledge and languages.

- Ensure education governance structures are representative of and responsive to First Nations, Métis and Inuit learner, parent and community needs.

Goal 2: Excellence in learner achievement.

- Recognize and honor excellence in learner achievement and parental support.
- Maintain high achievement expectations for First Nations, Métis and Inuit learners.
- Increase the knowledge and understanding of First Nations, Métis and Inuit cultures, and increase the level of support to teachers, other instructors, and school and institution administrators and personnel.
- Raise the educational attainment of First Nations, Métis and Inuit people living in Alberta to levels comparable to that of the general Alberta population and to community expectations.
- Develop processes that will improve the reporting of First Nations, Métis and Inuit learner outcomes.
- Provide opportunities for parental participation in decisions affecting their children's education.
- Research, develop, share and implement with stakeholders successful teaching, learning and assessment models for First Nations, Métis and Inuit learners.

Goal 3: Learners are well-prepared for participation in post-secondary studies and the labour market.

- Increase the number of First Nations, Métis and Inuit high school graduates making a successful transition into a post-secondary diploma or degree program, apprenticeship training, or employment.
- Increase the number of career planning programs and services throughout the learning system.

- Provide choices and bridges to post-secondary learning opportunities for First Nations, Métis and Inuit learners participating in academic upgrading programs.
- Provide programs for First Nations, Métis and Inuit learners that reinforce cultural and linguistic identity, enhance character development, and develop life management skills.

The community has to play a role in education. We have to address the value that a community places on education. *(Métis Settlements General Council)*

Goal 4: Effective working relationships.

- Recognize and respect the role of, and invite participation from, elders and community resource people.
- Respect and follow protocols during collaborative initiatives and consultation activities with First Nations, Métis or Inuit people.
- Support the capacity of school divisions and post-secondary institutions to dialogue, plan, and make decisions with First Nations, Métis and Inuit parents, authorities and communities.
- Develop and sustain meaningful relationships with First Nations, Métis and Inuit learners and parents, First Nations, Métis and Inuit Authorities, the federal government, school jurisdictions, post-secondary institutions, industry, and other stakeholders.
- Support First Nations communities in strengthening band-controlled schools and post-secondary institutions.

It is important with so many native children in our schools that there are teachers, elders and helpers that they can learn from. It is important to have these role models in the school for the children to watch and learn from their examples. *(Teacher, Edmonton Public Schools)*

Goal 5: Highly responsive and responsible ministry.

- Report First Nations, Métis and Inuit learner achievements and results of the implementation of the policy framework.
- Develop and support ministry structures and practices that foster optimal working relationships with First Nations, Métis and Inuit communities including parents, and education authorities.

- Seek First Nations, Métis and Inuit community input on the ministry's three-year business plan.
- Support the capacity of First Nations, Métis and Inuit authorities to respond to the educational needs of learners within their communities.
- Raise awareness, understanding and respect of First Nations, Métis and Inuit worldviews among ministry staff and all Albertans.

I believe that as Indian people we have an inherent right to determine our destiny through an educational system that puts greater emphasis on our language, our traditions, which would work synergistically with academic skills. *(Student)*

Principles

In working toward the policy framework goals, Alberta Learning commits to be:

Transparent

First Nations, Métis and Inuit parents are aware of and have ease of access to information concerning all aspects of their children's education.

Inclusive

First Nations, Métis and Inuit parents and communities will have meaningful opportunities to participate actively in decisions that directly impact their children's education.

Parent involvement is the key that opens doors to success. If parents are not involved then there is really no movement towards higher education, no matter how many meetings, workshops and conferences are held. *(Tsuu T'ina)*

Innovative

Outcomes for First Nations, Métis and Inuit learners will be improved by initiatives that recognize and model best practices.

Learner-Centred and Equity Focused

Programs designed primarily for First Nations, Métis and Inuit learners will be learner-centred and culturally respectful.

First Nations, Métis and Inuit learners will have access to culturally sensitive support services. Barriers to First Nations, Métis and Inuit access to learning, career and employment opportunities will be reduced.

First Nations, Métis and Inuit people will have no less access than other Albertans to information about educational choices and opportunities.

Responsive

First Nations, Métis and Inuit community knowledge will be sought in the development of Early Childhood Services to Grade 12 curriculum, post-secondary programs, and teaching resources.

Métis people must be involved in the development of learning resources for and about Métis people in all subject areas. For too long, learning resources dealing with First Nations and Métis people have been developed by non-Aboriginal people. As well, there must be an increase in the number of resources available to students on Métis history, culture and language.
(Métis Nation of Alberta Association)

Collaborative

Programs designed primarily for First Nations, Métis and Inuit learners will be developed in collaboration with Aboriginal communities.

Capacity for collaboration with First Nations, Métis and Inuit communities will be encouraged and enhanced.

Results-Oriented

Innovative, practical and measurable strategies and actions will be supported.

Strategies

The following strategies have been designed to help achieve the policy framework goals.

Language is a very intrinsic component to culture and identity of the First Nation peoples; therefore, language retention needs to be respected and honoured.
(Treaty 8 Submission)

Achieving Goal 1

High quality learning opportunities that are responsive, flexible, accessible, and affordable to the learner.

Strategy 1.1

Increase the quantity and quality of First Nations, Métis and Inuit curriculum, language, learning and teaching resources.

Strategy 1.2

Increase the availability of relevant K-12 and post-secondary education information resources and services for First Nations, Métis and Inuit learners, parents and communities.

Strategy 1.3

Encourage First Nations, Métis and Inuit participation in governance structures in school jurisdictions and post-secondary institutions.

Strategy 1.4

Create mechanisms and consultative processes to improve First Nations, Métis and Inuit learner success.

The more programs that are available to Aboriginal learners in the home communities, the higher the success rate.
(Dr. D.H. MacRae, President, Keyano College)

Strategy 1.5

Increase First Nations, Métis and Inuit learner access to post-secondary and other adult training opportunities and support services.

Strategy 1.6

Ensure financial need is not a barrier to First Nations, Métis and Inuit learner participation.

Alberta lags far behind other provinces in the number of Aboriginal people that have graduated from teacher training programs. A supply of Aboriginal teachers can improve high teacher turnover in many of the First Nation and Métis communities in Northern Alberta. They would also become excellent role models, and would bring a greater understanding of Aboriginal youth to the classroom.
(Treaty 6 Tribal Chiefs Institute)

Achieving Goal 2

Excellence in learner achievement.

Strategy 2.1

Increase the attendance, retention and graduation rates of First Nations, Métis and Inuit learners attending provincial schools.

Strategy 2.2

Increase the number of First Nations, Métis and Inuit teachers and school/institution personnel.

Strategy 2.3

Increase awareness, knowledge and understanding of First Nations, Métis and Inuit history, lands, rights, languages, cultures, and contemporary perspectives on governance, education, science, wellness and other issues.

Strategy 2.4

Facilitate the continuous development and delivery of First Nations, Métis and Inuit courses and professional development opportunities for aspiring and existing administrators, teachers/instructors and school/institution personnel.

Strategy 2.5

Improve mechanisms to measure First Nations, Métis and Inuit learner success.

Strategy 2.6

Improve the assessment of First Nations, Métis and Inuit learner achievement.

Achieving Goal 3

Learners are well prepared for participation in post-secondary studies and the labour market.

Strategy 3.1

Increase literacy opportunities for First Nations, Métis and Inuit children and adults.

Strategy 3.2

Support arrangements to increase First Nations, Métis and Inuit learner enrolment in post-secondary programs of study.

Strategy 3.3

Increase the linkages between education and employment for First Nations, Métis and Inuit learners.

Strategy 3.4

Work with stakeholders to provide relevant career and labour market information resources and services to First Nations, Métis and Inuit learners, parents and communities.

I think that offering some programs in an area where native people would feel less alienation would help. For example, I am aware of a Practical Nurse program being offered by NorQuest College in Hobbema. The College took the program to the area instead of expecting the people to move.
(Individual Response)

Achieving Goal 4

Effective Working Relationships.

Strategy 4.1

Establish mechanisms to increase First Nations, Métis and Inuit participation in policy development, decision-making, accountability, and issue resolution (e.g., increase collaboration and consultation).

Strategy 4.2

Build working relationships that will contribute to quality learning opportunities for First Nations, Métis and Inuit learners (e.g., build relationships to support a First Nations, Métis and Inuit Learning Resource Council).

Strategy 4.3

Identify and reduce barriers to First Nations, Métis and Inuit learner success.

Achieving Goal 5

Highly responsive and responsible ministry.

Strategy 5.1

Enhance performance measurement, performance assessment and results reporting.

"Back when I went to school there weren't many Aboriginal grads, but now there are a lot more. Any time you can celebrate the success, you should."
(Liaison worker, Fort McMurray Catholic School District, quoted in Fort McMurray Today)

Strategy 5.2

Improve ministry coordination and capacity to respond effectively to opportunities and challenges associated with issues of importance to First Nations, Métis and Inuit people.

Strategy 5.3

Improve communication practices with First Nations, Métis and Inuit communities and organizations.

Strategy 5.4

Improve ministry awareness and understanding of First Nations, Métis and Inuit history, lands, rights, languages, and cultures.

Parents want to know if their children are doing well. They also want to know if the school programs are being evaluated and doing well.
(Treaty 8 Submission)

Performance Measures

The assessment of First Nations, Métis and Inuit learner achievement will be enhanced with the development of improved performance measures. New performance indicators may also be needed for specific approved actions. As the policy framework's vision, policy statement, goals, principles and outcomes are expected to change over time to reflect new developments and understandings, performance measures are also expected to evolve over time.

Limited Aboriginal-specific data currently makes monitoring progress a challenge. Canada Census data is available every five years. Most school jurisdictions and post-secondary institutions do not request registration information by ancestry. Alberta Learning can identify

Aboriginal students who have Registered Indian status[1] (either attending a band-operated school or another school system such as a separate, public or private system) but the ministry is unable to identify other Aboriginal students. Additionally, as registered Indians make up approximately one-half of the Aboriginal population in Alberta, the existing data cannot be generalized to all Aboriginal students.

The existing measurement data from Alberta Learning indicates that the percentage of Alberta students with registered Indian status who participated in the Achievement Testing Program in a band-operated school in 2000 was approximately 75% in grades 3 and 6, and approximately 60% in grade 9. The participation of students with registered Indian status in other school systems, especially at the grade 9 level, was greater than the participation of students in band-operated schools but was still below the overall participation rate in the province (approximately 90%). The strongest performance by students with registered Indian status who wrote the Achievement Test was in grade 3. Over the past two years approximately 40% of grade 3 students in band-operated schools and 50-70% of students in other school systems met the Acceptable Standard in English language arts and mathematics. The weakest performance was in grade 9. In the past three years, fewer than 15% of grade 9 students in band-operated schools and fewer than 50% of students in other school systems met the Acceptable Standard in mathematics, science and social studies. While this measurement data exists, these observations cannot be generalized to all students with registered Indian status in the province due to the low participation rate of these students in the Achievement Testing Program, especially at the grade 9 level.

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[1] Alberta Learning considers a student to have registered Indian status if the student is enrolled in a band-operated school or if the student is classified as "Indian students for whom the educating school authority receives payment of a tuition fee from the Government of Canada."

Accordingly, improved measures and indicators are necessary for several reasons:

We would encourage Alberta Learning to work in partnership with the Aboriginal community and post-secondary institutions to maintain a continuing process of tracking and keeping statistics.
(Dr. Rod Fraser, President, University of Alberta)

- All Albertans, including First Nations, Métis and Inuit individuals and communities, require information to assess the effectiveness of program expenditures.
- Improved information is a tool that can help Aboriginal organizations, parents, educators and education stakeholders determine for themselves the effectiveness of programs.
- Improved information is a tool that can help education providers identify and continue initiatives that demonstrate positive results, and determine areas where changes may be necessary to improve Aboriginal education services.
- Business planning strategies for the provincial government must be accompanied by performance measures.

Ensure the involvement of Aboriginal learners and other stakeholders in the design and implementation of evaluation processes.
(Dr. Paul J. Byrne, President, Grant MacEwan Community College)

The following section identifies current ministry performance measures and recommends several new measures. This section is extensive but, as the ministry undertakes priority strategies/actions, appropriate performance measures would be selected from this section or be developed. Measures will be closely related to key areas where improvement is needed. Further, the successful use of proposed measures will depend on the creation of mechanisms to monitor and report on learner success accurately. First Nations, Métis and Inuit community members and education stakeholders will be fully consulted before measures are implemented. Steps will be taken to ensure that proper protocols for the appropriate use of performance information are in place.

Measuring Goal 1

High quality learning opportunities that are responsive, flexible, accessible, and affordable to the learner.

Current and/or potential performance measures:

- Percentage of teachers and instructors satisfied with the number and type of Aboriginal specific language, learning and teaching resources, and support services.
- Number of available Aboriginal-specific scholarship and bursary awards, and number of applicants for these awards.
- Percentage of First Nations, Métis and Inuit high school students, parents and other community representatives satisfied with the quality of the basic education system including First Nations, Métis and Inuit language, learning and teaching resources.
- Percentage of First Nations, Métis and Inuit adults satisfied with the quality of the adult learning system.
- Level of participation of First Nations, Métis or Inuit people in governance activities (e.g., involvement on parent councils, boards of trustees, post-secondary boards, provincial education committees, task forces and school administration).

Measuring Goal 2

Excellence in learner achievement.

Current and/or potential performance measures:

Basic Education Participation Indicators

- Number and percentage of First Nations, Métis and Inuit students enrolled at the provincial and school district levels.
- Number and percentage of First Nations, Métis and Inuit students writing provincial Achievement Tests and Diploma Examinations.

Learning opportunities can be broadened if institutions set targets for Aboriginal student enrolment with our regional industry partners.
(Dr. D.H. MacRae, President, Keyano College)

Basic Education Achievement Indicators

- Number and percentage of First Nations, Métis and Inuit students achieving the Acceptable Standard and the Standard of Excellence on provincial Grades 3, 6 and 9 Achievement Tests and Diploma Examinations.
- Number and percentage of Grade 9 First Nations, Métis and Inuit learners completing Grade 12 within 4 - 6 years.
- Percentage of all learners with knowledge and understanding of First Nations, Métis and Inuit cultures as identified through provincial Grades 3, 6 and 9 Achievement Tests and Diploma Examinations.

Often First Nations children are categorized as special needs because their first language is not English and due to the cultural differences. *(Treaty 7 Member)*

Post-Secondary Participation Indicators

- Number and percentage of First Nations, Métis or Inuit students enrolled in post-secondary programs by field of study including those enrolled in apprenticeship programming.
- Average number of years to complete post-secondary programs by field of study including apprenticeship programming.
- Number and percentage of First Nations, Métis or Inuit students enrolled in academic upgrading programs.

Post-Secondary Achievement Indicators

- Number and percentage of graduates by field of study including apprenticeship programming.
- Number of students receiving scholarships to attend post-secondary institutions in Alberta.
- Number and percentage of students completing academic upgrading programs.

Other Indicators

- Number and percentage of teachers/instructors of Aboriginal ancestry employed within the learning system.
- Number of high school and post-secondary student awards and recognitions.
- Level of teacher satisfaction with professional development opportunities and learning resources.
- Number and percentage of students qualifying for Rutherford Scholarships in Grades 10, 11 and 12.
- Level of learner satisfaction with learner transitions services and other support services.
- Number of successful teaching and learning models ("best practices") in Alberta, in Canada, and worldwide.

CBE Launches Native Role Model Directory. Aboriginal leaders across the province are adding their voices and experience to Calgary's public schools. Lawyers, artists, police officers and bankers are among the 50 role models profiled in the Aboriginal Role Model Directory. The directory is designed to encourage Aboriginal students to make valid career choices and stay in school. It is also designed to provide more teachers with knowledge about Aboriginal resources. *(Calgary Herald, January 10, 2001)*

Measuring Goal 3

Learners are well prepared for participation in post-secondary studies and the labour market.

Current and/or potential performance measures:

- Level of participation of eligible-age First Nations, Métis and Inuit children in Early Childhood Development or Headstart Programs.
- Perception of First Nations, Métis and Inuit people including learners and parents, institutions, and employers that Aboriginal learners are adequately prepared for life-long learning and the world of work.
- Provincial recognition of Aboriginal institutions, programs, and courses of study.

Educators need to open the children's minds to the possibility of them becoming doctors, lawyers, nurses, accountants, business executives, teachers, etc...[They must] find ways to show them what these positions are about, make them seem rewarding and possible for them to achieve. They should feel there are no limits on them. *(Treaty 7 member)*

- Employment status of First Nations, Métis or Inuit post-secondary graduates at specified time periods after graduation.
- Perception of First Nations, Métis and Inuit post-secondary graduates that the education system adequately prepared them for the world of work.

Our communities want teachers to become aware of the experiences that Native students go through and to be open-minded rather than just looking at behaviours.
(Treaty 7 Member)

Programs offered within the Aboriginal community with local support are most likely to be successful, encouraging. And, subsidizing such offerings is recommended. We know that Aboriginal learners identify strongly with an Aboriginal cohort and this is best achieved on-site within Aboriginal communities.
(Dr. Judith Hughes, Vice-president, Student Services, Athabasca University)

Measuring Goal 4

Effective Working Relationships.

Current and/or potential performance measures:

- Level of satisfaction of First Nations and Métis parents and authorities with Aboriginal language services and resources, learning and teaching resources, support services, curriculum, school districts, primary and secondary schools, post-secondary institutions, and ministry services.
- Level of satisfaction of stakeholders working with the ministry on Aboriginal education issues.
- Level of satisfaction of First Nations authorities and school boards with tuition agreements.
- Level of satisfaction of First Nations, Métis and Inuit authorities and the federal and provincial governments with issue resolution.
- Number and type of agreements and/or formal relationships between the ministry and First Nations, Métis and Inuit authorities.

Measuring Goal 5

Highly responsive and responsible ministry.

Current and/or potential performance measures:

- Level of satisfaction of First Nations, Métis and Inuit authorities, post-secondary institutions, and education stakeholders with the quality and breadth of ministry services and supports.
- Percentage of ministry staff satisfied with the quality of Aboriginal education in-service opportunities and support services.
- Level of spending by the ministry on Aboriginal education initiatives as a percentage of provincial funding for the learning system.
- Number of available Aboriginal-focused products and services.

Monitoring and Reporting of Results

Policy Framework Monitoring

Progress reports on the attainment of policy framework goals will be prepared yearly.

Consultation

Ongoing dialogue with First Nations, Métis and Inuit communities will be carried out in order to report progress on goals and to possibly receive survey results. A symposium or conference held every 1.5 to 2 years may be an appropriate mechanism to review outcomes and discuss outstanding issues.

Internal Reporting

Current and/or potential internal reporting mechanisms:

- An annual outcomes report identifying progress on specific strategies contained in the ministry's three-year business plan.
- A section in the Annual Educational Results (AER) report on improvements in the educational attainment of First Nations, Métis and Inuit learners.
- Third-party evaluation of the policy framework every 3 to 4 years to assess the extent to which the vision has been achieved.

School jurisdictions should be accountable for the success of all students in their schools. This includes students of all Aboriginal backgrounds. A strategic plan for Aboriginal education in their three-year business plan will hold the school jurisdiction more accountable for results relative to the achievement of Aboriginal students. *(Métis Nation of Alberta Association)*

External Reporting

Current and/or potential external reporting mechanisms:

- School districts and post-secondary institutions' inclusion, in their three-year business plans and annual reports, a summary of initiatives for First Nations, Métis and Inuit learners, and the outcomes achieved.
- Continuing requirement to report First Nations, Métis and Inuit learner participation and achievement results to respective Aboriginal education authorities.

Conclusion

A great deal of interest and expectation has been generated throughout the province as a result of the Native Education Policy Review. The policy framework is intended to help guide the ministry's future activities on First Nations, Métis and Inuit education policy development, strategy implementation, and program evaluation.

The policy framework's success will be dependent on the continued commitment of all individuals, organizations and communities involved in Aboriginal education. Improving Aboriginal learner success is a priority for Alberta Learning, and is a responsibility shared by parents, the community, education stakeholders, Aboriginal authorities, and the provincial and federal governments.

Alberta Learning commits to working toward the goal of ensuring that the life-long learning aspirations and potential of First Nations, Métis or Inuit individuals and communities are realized through a responsive and accountable public education system.

Alberta Learning needs to focus on curriculum development that describes our Alberta history in such a way as the many Aboriginal heroes that impacted on the development of our great province are described and included in the Alberta Learning curriculum. We have a rich heritage and an incredible history of peaceful negotiations and partnership that should be described and modeled to the world, especially to our youth. *(Individual Response)*

Glossary of Key Terms

Aboriginal peoples: The descendants of the original inhabitants of North America. Section 35 of the *Constitution Act, 1982* defines Aboriginal peoples to include First Nations (Indians), Inuit and Métis peoples. The Constitution does not define membership in First Nations (Indians), Inuit and Métis groups. First Nations, Inuit and Métis peoples have unique heritages, languages, cultural practices and spiritual beliefs. Aboriginal peoples is also a term used in other parts of the world to refer to the first inhabitants of a given area.

Elder: Any person regarded or chosen by an Aboriginal nation to be the keeper and teacher of its oral tradition and knowledge. This is a person who is recognized for his or her wisdom about spirituality, culture and life. Not all Elders are "old". An Aboriginal community and/or individuals will typically seek the advice and assistance of Elders in various areas of traditional as well as contemporary issues. (Source: Department of Indian and Northern Affairs Canada.)

First Nations: This term, preferred by many Aboriginal peoples and the Assembly of First Nations, refers to the various governments of the first peoples of Canada. First Nations is a term preferred to the terms Indians, Tribes, and Bands that are frequently used by the federal, provincial, and territorial governments in Canada. There are over 600 First Nations across Canada with 46 First Nations in Alberta. The main Alberta-based tribal communities include the Blackfoot, Tsu'u T'ina, Stoney, Plains Cree, Woodland Cree, Chipewyan, Beaver and Slavey. (Source: Assembly of First Nations and Aboriginal Studies Glossary.)

Some 117,465 persons in Alberta identified themselves as North American Indian during the 1996 Canada Census. It should be noted that some First Nations in Alberta chose not to participate in the 1996 Census.

First Nations Authorities: First Nations Chiefs and Councils are the local governing authorities for First Nations. All First Nations in Alberta are a member of one of three Treaty organizations: Treaty 8 First Nations of Alberta, the Confederacy of Treaty 6 First Nations, or the Treaty 7 First Nations. First Nations have developed Tribal Councils or similar organizations to act for them under delegated authority including the Athabasca Tribal Council, Kee Tas Kee Now Tribal Council, Lesser Slave Lake Indian Regional Council, North Peace Tribal Council, Tribal Chiefs Ventures Inc., Western Cree Tribal Council and Yellowhead Tribal Council. (Source: Department of Alberta Aboriginal Affairs and Northern Development.)

Indian: A term used to define indigenous people under Canada's *Indian Act*. According to the *Indian Act*, an Indian is "a person who pursuant to the Act is registered as an Indian or is entitled to be registered as an Indian." This is a highly selective legal definition subject to historical events and legislation. The use of the term "Indian" has declined since the 1970s when the term "First Nations" came into common usage. There are three legal definitions that apply to Indians in Canada: Status Indian, Non-Status Indian and Treaty Indian. (Source: Department of Indian and Northern Affairs Canada.)

Status Indians are registered or entitled to be registered under the *Indian Act*. The Act sets out the requirements for determining who is a Status Indian.

Non-Status Indians are not entitled to be registered under the *Indian Act*. This may be because their ancestors were never registered or because they lost their status under former provisions of the *Indian Act* (e.g., enfranchised Indian).

Treaty Indians belong to a First Nations whose ancestors signed a treaty with the Crown and as a result are entitled to treaty benefits. Non-treaty Indians have no such benefits.

Inuit: Aboriginal people in northern Canada living generally above the tree line in the Northwest Territories, northern Quebec and Labrador. The Inuit are not covered by the *Indian Act* but the federal government makes laws concerning the Inuit. According to the 1996 Canada Census there were 1,105 individuals who identified themselves as Inuit living in Alberta. (Source: Department of Indian and Northern Affairs Canada.)

Métis people: People of mixed First Nations and European ancestry who identify themselves as Métis people and are accepted as such by a Métis leadership. They are distinct from First Nations, Inuit or non-Aboriginal peoples. The Métis history and culture draws on diverse ancestral origins such as Scottish, Irish, French, Ojibway and Cree. According to the 1996 Canada Census, 45,745 people in Alberta identified themselves as Métis.

Métis Authorities: There are two recognized Métis authorities in Alberta who speak on behalf of their membership: Métis Nation of Alberta Association and Métis Settlements General Council.

Métis Nation of Alberta Association's (MNAA) Provincial Council consists of an elected Provincial President and Vice-President and six elected Zone Presidents and six Vice Presidents from each of six zones across Alberta. There are approximately 65 MNAA Locals across Alberta.

Métis Settlements General Council consists of 40 councilors, representing the 8 Alberta Métis Settlement councils and 4 non-voting executive officers. The General Council was established in 1990 under Alberta's *Métis Settlements Act*, and serves as the collective governing body for the Settlements. It is established as a corporate entity (separate from the Settlement corporations) and holds the fee-simple title to the land within the Settlement areas. (Source: Department of Indian and Northern Affairs Canada.)

Métis Settlements: Eight distinct geographic areas in northern Alberta covering approximately 1.25 million acres with a total population of 6,500 in 1995. Métis Settlements were established in the 1930s in response to recommendations contained in the Ewing Commission, 1932. Although 12 colonies were originally established, 4 of the colonies ceased to operate because the land was unsuitable for farming. Under the 1989 Alberta *Métis Settlements Accord*, and resulting 1990 legislation, the Settlements collectively acquired title to the Settlement areas and were established as corporate entities, similar to municipal corporations, with broad self-governing powers. The Settlements are governed locally by elected 5-member councils and collectively by the Métis Settlements General Council. (Source: Aboriginal Studies Glossary and Department of Indian and Northern Affairs Canada)

Treaties: Treaties are legal documents between government and a First Nations that confer rights and obligations on both parties. No two Treaties are identical but the western Treaties provide certain Treaty rights including, but not restricted to, entitlement to reserve lands and hunting fishing and trapping. To First Nations peoples, the Treaties are more than simply legal commitments. The Treaties are sacred documents made by the parties and sealed by a pipe ceremony. Prior to Confederation, Treaties in Canada were made between First Nations and the British Crown. Subsequent Treaties, including the western Treaties, were made with the Crown in right of Canada.

The province of Alberta is included in three populated treaty areas covered by Treaties 6, 7, and 8. (Treaties 4 and 10 have some Alberta land but are not populated.) When Treaty 8 was signed in 1899, it became the last in a series of agreements concluded between the Government of Canada and the First Nations in what is now Alberta. Because of the legal, historic and sacred elements of the Treaties, First Nations consider these documents to be the essential factor in any relationship between the Government of Alberta and First Nations people, leaders, governments and organizations in Alberta. (Source: Department of Alberta Aboriginal Affairs and Northern Development.)

Treaty Rights: Treaty Rights are special rights to lands and entitlements that Indian people legally have as a result of treaties. Section 35 of the *Constitution Act, 1982* recognizes and affirms, the "existing Aboriginal and treaty rights of the Aboriginal people of Canada." Rights can include freedom from taxation, conscription into foreign wars, etc. (Source: Department of Alberta Aboriginal Affairs and Northern Development.)

Appendix A

Selected Aboriginal Education Initiatives in Alberta 1987-2001

Selected Aboriginal Education Initiatives

Since 1987 when the Department of Alberta Education (now the Department of Alberta Learning) introduced the "Policy Statement on Native Education in Alberta," a number of initiatives have been undertaken to improve the educational opportunities and learning successes of Aboriginal learners in Alberta.

Basic Education

Aboriginal Language Courses – In collaboration with members of the Aboriginal community, the ministry has developed Blackfoot and Cree 10, 20, 30 courses, which are currently being taught in some Alberta high schools. Junior high school learning resources for both Blackfoot and Plains Cree are presently being developed in cooperation with First Nation Education Authorities, namely the Kainai Board from the Blood reserve and Treaty 6 Tribal Ventures. Alberta Learning and the Alexis Board of Education are developing a locally developed Stoney/Nakoda 15, 25, and 35 program.

Aboriginal Learner Information – The ministry is currently examining ways to gather Aboriginal learner information (for both basic and adult learning) in support of cross-government Aboriginal Policy Initiative activities.

Aboriginal Studies Program – The Aboriginal Studies 10, 20, and 30 program is the first provincial program in Aboriginal Studies. Field testing was completed in June 2001. Optional implementation is expected to commence shortly. (Optional implementation rather than provincial implementation provides Alberta Learning the opportunity to identify resources with Aboriginal perspectives.)

Alberta Initiative for School Improvement – In 2000/2001, a proposal for professional development to improve teachers' awareness and sensitivity for Aboriginal students and their families was approved through the Alberta Initiative for School Improvement.

Amiskwaciy Academy – In 2000, Alberta Learning, in conjunction with Alberta International and Intergovernmental Relations and Alberta Infrastructure, provided funding to Edmonton Public Schools to support the development, implementation, and evaluation of a new school dedicated to meeting the unique needs of Aboriginal high-school students.

Métis Nation of Alberta Association (MNAA) – Under the Alberta/MNAA Framework Agreement, the department provides funding to the MNAA to support outcomes-based education projects.

National Aboriginal Achievement Awards – The department provided funding to the National Aboriginal Achievement Foundation to assist with the delivery of the 2001 Career Fair and Awards Gala.

Native Education Projects – With the establishment of the Native Education Project fund in the late 1980s, approximately $4.0 million per year has been set aside for community-initiated Aboriginal education projects. School jurisdictions enter into contracts with Alberta Learning for Native Education Projects, supported through the Native Education Grants Fund. In 2001/2002, $5,383,000 was granted for Native Education projects to school jurisdictions. There were 44 projects including the hiring of Aboriginal Liaison Workers, language instructors and counselors, development of educational curricula and resources, and program support for Aboriginal language instruction:

- Curricular materials have been developed with the assistance of the Native Education Project, and have been approved for use in all Alberta schools:

  1985 A Century of Peace

  1986 Blood Lands: A Century Later

  1986 Summer of the Loucheux

  1986 Walking with Grandfather

  1986 The Peigan: A Nation in Transition

  1987 Peter's Birthday

1987 Sarcee Reserve

1987 Annette's People

1987 Peter's Moccasins

1987 Canada's People: The Métis

1988 Alberta's Métis: People of the Western Prairie

1988 The Winds of Change: Indian Government

1989 The Land of the Bloods

1989 Billy's World, Grade One

1991 Legacy: Indian Treaty Relationships

1992 Student Expressions Anthology

1992 Bush Land People

The Cree People (plus teacher's guide)

- Language programs are available to all schools in Alberta and are approved for use and high school credit where applicable.

1985 Cree Bibliography - Sacred Circle Project

1989 Cree Language and Culture Program - Grades 1 – 9

1991 Blackfoot Language and Culture Program - Grades 1 - 9

1992 Blackfoot Language and Culture 10, 20 and 30: Program of Studies

1992 Cree Language and Culture 10, 20 and 30: Program of Studies

1993 Siksika Language Series Kit Levels 1, 2 and 3

1994 PISIM Series Cree - Grades 1, 2, and 3

Billy's World – Cree Syllabics

- Native language learning resources are being developed and published for Cree 10, 20 and 30; Blackfoot 10, 20 and 30; and Siksika (Blackfoot) Language Series, Levels II and III.
- A Cree dictionary, University of Alberta/Alberta Cree Elders collaboration, was published in 1996.
- A video series designed to accompany Teaching Native Languages in High School/A Teacher Resource Manual has also been prepared.

- A number of resources have been designed to increase cultural awareness.

  1985 Pow Wow Fever

  1986 Visions: Indian Art

  1988 The Art of the Nehiyawak

  1989 Native Awareness Workshop Leaders Guide and Video - Behind the Mask

  1993 Shadow Puppets: Indian Myths and Legends

Rainbow Spirit Project – The department provides support to the Edmonton Catholic School Board's Rainbow Spirit Project. In September 2001, the Project was in year 2 of a 3-year phased implementation plan, and program delivery was beginning in Edmonton Catholic schools. The program is multi-faceted and involves teacher professional development, the development of curricular resources, and exposure to Aboriginal culture. Expected results include improvement in both student attitudes and achievement.

Student Health Initiative – This initiative is a collaborative effort among Alberta Learning, Alberta Children's Services, Alberta Health & Wellness, and the Alberta Mental Health Board. It is designed to provide support services to special needs children in school programs. Support services include psychological services, speech-language, occupational, physical and respiratory therapy, and nursing services.

Western Canada Protocol Social Studies Kindergarten to Grade 12 (K-12) Project – The department has participated in the development of a Western Protocol Curriculum Framework that includes recognition of the contributions of Aboriginal people in areas such as history, culture and language.

World Indigenous Peoples Conference on Education 2002 – The department has provided technical and professional support to the organizers of this conference, the First Nations Adult and Higher Education Consortium.

Post-Secondary Education

Access Fund Grants - Teacher preparation in areas such as Aboriginal Teacher Education continues to be identified as a system priority through Access Fund grants through to 2002/2003.

Aboriginal-Controlled Post-Secondary Institutions – There are a number of Aboriginal-controlled post-secondary institutions in Alberta. While Alberta Learning does not provide operating funds to Aboriginal controlled post-secondary learning institutions, the department does provide student financial assistance to adult learners provided they are in departmentally approved training programs offered by the institution.

Aboriginal Learner Information – The department is currently examining ways to gather Aboriginal learner information (for both basic and adult learning) in support of cross-government Aboriginal Policy Initiative activities.

Apprenticeship Programs – The department is involved in a number of activities to promote apprenticeship training among Aboriginal people in Alberta.

- Staff from Alberta Learning's Apprenticeship & Industry Training (AIT) field offices promote the trades in Aboriginal communities through school career fairs, Job Corps, and training centres throughout the province. Apprenticeship entrance exams are administered in many Aboriginal communities across the province as required. In addition, AIT has approved a number of pre-employment programs in several Aboriginal communities. These programs provide participants with an opportunity to challenge the first-year apprenticeship exam upon successfully completing the program.
- Alberta Learning provides support to the Alberta Aboriginal Apprenticeship Project, a joint initiative between industry and Aboriginal representatives designed to increase Aboriginal participation in Alberta apprenticeship programs. Phase I of this 5-year pilot project was

implemented in June 2001 in Edmonton with the assistance of Alberta Learning.

Scholarships and Bursaries – The ministry administers several awards of specific interest to Aboriginal people through the Alberta Heritage Scholarship Fund Endowment Program including:

- Aboriginal Health Careers Bursary
- Alberta Blue Cross Scholarships for Aboriginal Students
- Theodore R. Campbell Scholarship
- Robert C. Carson Memorial Bursary
- Special consideration is given to Northern Aboriginal Students through Northern Alberta Development Council Bursaries.

Appendix B

Demographic Trends

Demographic Trends

All statistics are based upon 1996 Canada Census unless otherwise indicated. (Note: A number of First Nations in Alberta chose not to be enumerated in the 1996 Canada Census.)

Growth of the Aboriginal Population. Across Canada recent estimates suggest that the Aboriginal population is growing at an average annual rate of about 2%, more than twice the rate of the rest of the Canadian population. Studies undertaken for the *Royal Commission on Aboriginal Peoples* have forecasted Alberta to be tied with Ontario in having the largest Aboriginal population of any province or territory by the year 2016. First Nation, Métis and Inuit people currently represent approximately 6% of Alberta's total population.

Large Aboriginal Youth Population. In 1996, almost half (46%) of Aboriginal people in Alberta were under 20 years of age, compared with 29% of the province's overall population.

Mobility of the Aboriginal Population. During 1991 to 1996, about 75% of Aboriginal people in Alberta reported having moved their place of residence, compared to 53% of those individuals who did not report Aboriginal ancestry on the Census.

Urban Population. Approximately one half of Alberta's First Nation, Métis and Inuit population reside in urban centers. Edmonton and Calgary account for one third of Alberta's Aboriginal population.

High School Graduation. The high school graduation rate for First Nation, Métis and Inuit learners remains 15% less than those individuals who did not report Aboriginal ancestry on the Census.

Post-Secondary Graduation. About 4% of First Nation, Métis and Inuit learners complete university compared to about 14% of individuals who did not report Aboriginal ancestry on the Census.

Income Levels. About 41% of First Nation, Métis and Inuit people reported income less than $20,000 compared to about 22% for other Albertans. About 34% reported no employment income compared to 26% for those individuals who did not report Aboriginal ancestry on the Census.

High Percentage of Single Parent Families in Urban Centers. In Calgary and Edmonton in 1996, a lone parent led 40% to 50% of First Nation, Métis or Inuit families with children under 14 years compared to 14% to 17% for families who did not report Aboriginal ancestry on the Census.

Institutionalization. In 1998, Aboriginal youth accounted for about 37% of the total child welfare caseload in Alberta (Alberta Family and Social Services). The Aboriginal incarceration rate in provincial correctional institutions was reported as 39% of all sentenced admissions in 1996/1997 (Alberta Justice).

Health Issues. According to the Premier's Council on the Status of Persons with Disabilities, over 30% of Aboriginal persons have disabilities that may limit both their physical wellness and their ability to participate fully in economic activities. Across Canada the incidence of disability among Aboriginal youth was about 1.7 times higher than among youth who did not report Aboriginal ancestry on the Census.

Appendix C

Strengthening Relationships: The Government of Alberta's Aboriginal Policy Framework

STRENGTHENING RELATIONSHIPS

THE GOVERNMENT OF ALBERTA'S ABORIGINAL POLICY FRAMEWORK

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Foreword by Hon. Pearl Calahasen

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FOREWORD

Alberta's economy is changing rapidly, along with its employment and social structures. Aboriginal people have told us that they want to participate in all aspects of Alberta's vibrant economic, cultural and social life. Like all Albertans, Aboriginal people need to make many choices in order to take advantage of Alberta's social and economic opportunities.

The Aboriginal Policy Framework, including its commitments to action, proposes a path along which the Government of Alberta, First Nation, Metis and other Aboriginal communities, other governments and stakeholders can move together to address important challenges, including significant socio-economic disparities between Aboriginal and other Alberta households and communities and the need for clarity around provincial, federal and Aboriginal government roles and responsibilities.

Relationships between the Government of Alberta and First Nation, Metis and other Aboriginal people rest on strong foundations. Through this Framework, the Government of Alberta renews its commitment to foster and participate in co-operative relationships and partnerships with First Nation, Metis and other Aboriginal communities and people, federal and municipal governments, industry and other Albertans.

Hon. Pearl Calahasen
Associate Minister of Aboriginal Affairs
September 2000

EXECUTIVE SUMMARY

The Government of Alberta recognizes that the federal government has the primary responsibility, under the Constitution of Canada, to address the needs of the Aboriginal people of Canada.

The Government of Alberta also has a relationship with the Aboriginal people who reside in the province of Alberta. The Aboriginal Policy Framework sets out the basic structure for existing and new Government of Alberta policies to address First Nation, Metis and other Aboriginal issues in Alberta. The Government of Alberta is committed to working in partnership with Aboriginal governments, organizations and people to implement this Framework.

The Framework's two goals address improving socio-economic opportunities for Aboriginal peoples and communities and clarifying roles and responsibilities of federal, provincial and Aboriginal governments and communities.

For each goal, the Framework lays out principles and commitments to action and calls for Government of Alberta Ministries to address Aboriginal issues in their business plans and report progress in their annual reports.

The Framework addresses the treaty and constitutional rights of Aboriginal people and all Albertans with respect to the use of public lands.

Government of Alberta Ministries will work in partnership with First Nations, Metis and other Aboriginal communities, organizations, and people as well as with other governments, industry and other interested parties to facilitate the participation of First Nations, Metis and other Aboriginal people in the life and economy of our province. An Aboriginal capacity building strategy will be an important step in this direction.

The Government of Alberta will work with First Nations, Metis and other Aboriginal people and others to clarify federal, provincial and Aboriginal roles and responsibilities with respect to Aboriginal issues.

The Aboriginal Policy Framework embraces all government Ministries and agencies; it supports other cross-government initiatives including: the Alberta Children's Initiative, People and Prosperity, Alberta's Economic Development Strategy and the Premier's Council on the Status of Persons with Disabilities' Alberta Disability Strategy.

INTRODUCTION

This Aboriginal Policy Framework outlines the Government of Alberta's approach to Aboriginal affairs. The Framework provides opportunities to enhance the well-being and self-reliance of First Nations, Metis and other Aboriginal people and communities and clarify federal, provincial and Aboriginal roles and responsibilities.

The value of the document is not just in the written words, but in how these words are put into practice by Ministries of the Government of Alberta working collaboratively with First Nations, Metis and other Aboriginal organizations and people.

The Aboriginal Policy Framework does not replace any existing protocols, agreements, memoranda, legislation, financial arrangements, or discussions between the Government of Alberta and First Nations, Metis and other Aboriginal communities and organizations.

Nothing in this Aboriginal Policy Framework is meant to abrogate or derogate from any existing treaty or other constitutional rights of Aboriginal people in Alberta.

The Government of Alberta recognizes the special relationship between First Nations and the Government of Canada, which together made treaties over 100 years ago.

CONSULTING WITH ALBERTANS

This framework document reflects the input received from extensive province-wide consultations initiated on September 14, 1999 and concluded February 1, 2000. Alberta's Associate Minister of Aboriginal Affairs, Honourable Pearl Calahasen and staff attended 52 meetings with some 1,200 attendees. More than 50 written submissions were received. (For a list of these, please see the back of this document.)

ABORIGINAL PEOPLE

A consistent theme during the consultations was that First Nations, Metis and other Aboriginal people want to be addressed directly through this document.

In section 35 of the *Constitution Act, 1982,* Aboriginal Peoples of Canada are identified as the *"Indian, Inuit and Metis peoples of Canada."*

FIRST NATIONS

The people of the First Nations are the descendants of the original inhabitants of North America. They have contributed greatly to the economy and vitality of Canada and Alberta through the negotiation of treaties and through community and individual achievements including traditional and modern knowledge, philosophy, arts, science, business and culture. There are 46 First Nations in Alberta with many different cultures and languages. Traditions and protocols vary from community to community.

Some 117,465 persons in Alberta identified themselves as North American Indian during the 1996 Canada Census. A registered Indian is a person registered under the *Indian Act.* Based on the Indian and Northern Affairs register, in 1996 there were 79,419 registered Indians in Alberta; 48,116 living on First Nation reserves.

TREATIES

Alberta is covered in its entirety by numbered treaties. Prior to Confederation, treaties in Canada were made between First Nations and the British Crown. Subsequent treaties, including the western treaties, were made between First Nations and the Crown in right of Canada. The treaties are legal documents that confer rights and obligations on both parties. Section 35 of the *Constitution Act, 1982* recognizes and affirms the "existing aboriginal and treaty rights of the aboriginal peoples of Canada."

No two treaties are identical. Treaties 6, 7 and 8 which cover most of Alberta, describe certain treaty rights including, but not restricted to, entitlement to reserve lands, hunting, fishing and trapping.

First Nation people clearly state that the treaties mean more to them than simply legal documents. The treaties are sacred agreements made by the parties and sealed by pipe ceremonies. First Nations consider the treaties to be the essential basis for any relationship between First Nations and other governments.

The Government of Alberta recognizes and respects the treaties and the lands set aside under the treaties as First Nation reserve lands. Nothing in this document will abrogate or derogate from the treaties.

ORGANIZATIONS AND AGREEMENTS

Chiefs and Councils are the governing authorities for First Nations. Tribal Councils and other organizations have specific mandates from member First Nations that set the parameters within which they may act in a representative capacity on specific matters.

First Nations in Alberta are members of three treaty organizations: The Treaty 8 First Nations of Alberta, the Confederacy of Treaty 6 First Nations and the Treaty 7 Tribal Council. In addition, member First Nations have created the following organizations: Athabasca Tribal Council, Kee Tas Kee Now Tribal Council, Lesser Slave Lake Indian Regional Council, North Peace Tribal Council, Tribal Chiefs Ventures Inc., Western Cree Tribal Council and Yellowhead Tribal Council.

In 1995, the Premier of Alberta and 22 Chiefs in Alberta signed the Understanding on First Nations/Alberta Relations. Chiefs' Summits between First Nations and Alberta representatives have been held under this umbrella agreement.

Other agreements, protocols and memoranda of understanding, such as the 1998 Protocol with the Peigan First Nation and the 1999 Athabasca Tribal Council/Industry Working Group Agreement, have been signed between Alberta and specific First Nations.

INTRODUCTION

The Aboriginal Policy Framework does not replace or change any agreements between First Nations and the Government of Alberta. Many of these agreements lay out specific processes for dialogue. The Government of Alberta will continue to work through existing agreements and, where appropriate, develop new agreements to address issues of concern to First Nation people in Alberta.

METIS

The Metis are an aboriginal people who have played a major role in opening up the North American continent. As Canada grew, the Metis contributed as nation builders, educators, farmers, professionals, entrepreneurs and industrialists. They continue to play a significant role in the evolving partnerships between Aboriginal and non-Aboriginal people in Canada.

According to the 1996 Canada Census 45,745 people in Alberta identified themselves as Metis. This number included some 5,000 people living on Metis Settlements in Alberta.

METIS NATION OF ALBERTA ASSOCIATION (MNAA)

The Metis Nation of Alberta Association's Provincial Council consists of a provincially elected President and Vice-President as well as Zone Presidents and Vice Presidents elected from each of six Zones within the province. There are approximately 65 MNAA Locals across Alberta.

The by-laws of the MNAA define Metis membership as follows:
"Metis means an Aboriginal person who self-identifies as Metis, who is distinct from Indian, and Inuit and

(a) is a descendant of those Metis who received or were entitled to receive land grants and/or Scrip under the provisions of the *Manitoba Act, 1870,* or the *Dominion Lands Acts,* as enacted from time to time; and

(b) a person of Aboriginal descent who is accepted by the Local Community as a Metis person."

ALBERTA/METIS NATION OF ALBERTA AGREEMENTS

The Government of Alberta and the MNAA have worked co-operatively for many years. Since 1987, the focal point of this relationship has been several Government of Alberta/Metis Nation of Alberta Association Framework Agreements. These Agreements promote the advancement of Metis people by providing a framework for the partners to address agreed-upon needs and aspirations of Metis people, including preserving their identity and cultural heritage.

In 1992 the governments of Canada and Alberta signed a Tripartite Process Agreement with the MNAA that provides a forum for discussions on furthering Metis self-management and self-reliance.

These agreements are the foundation of the special relationship between the Government of Alberta and the Metis Nation of Alberta Association. The Aboriginal Policy

Framework does not alter these agreements. The Government of Alberta will continue to work through these agreements and, where appropriate, develop new ones that address issues that are important to the membership of the Metis Nation of Alberta Association.

METIS SETTLEMENTS

Metis Settlements Accord 1989

In 1989 the Government of Alberta and the Federation of Metis Settlement Associations signed an historic accord. This led to the co-operative development of unique legislation that establishes the only land base and the only form of legislated Metis government in Canada. Proclaimed in 1990, the legislation includes: the *Metis Settlements Act,* the *Metis Settlements Land Protection Act,* the *Constitution of Alberta Amendment Act,* and the *Metis Settlements Accord Implementation Act.*

Under the *Metis Settlements Act,* Metis means a person of Aboriginal ancestry who identifies with Metis history and culture.

The legislation established eight Settlement Corporations (Buffalo Lake, East Prairie, Elizabeth, Fishing Lake, Gift Lake, Kikino, Paddle Prairie and Peavine), the Metis Settlements General Council, the Metis Settlements Transition Commission and the Metis Settlements Appeal Tribunal.

An elected Settlement Council governs each Metis Settlement. The members of the Settlement Councils comprise the Metis Settlements General Council, which elects a four-person executive. The General Council deals with matters that affect the collective interests of the eight Settlements and holds the Letters Patent for the Settlement lands.

Other Agreements between Alberta and Metis Settlements

The Co-Management Agreement provides for the co-management of exploration and development of minerals, as defined by the agreement, on Settlement lands.

The 1997 Canada/Alberta/Metis Settlements Tripartite Process Agreement established a process to address priority issues and enhance the control and influence of Metis Settlement members over decisions that affect their lives.

The Metis Settlements Accord, legislation, and agreements are the foundation of the relationship between the Government of Alberta, Metis Settlements and Metis Settlement members. The Aboriginal Policy Framework does not alter the Accord, legislation or agreements. The Government of Alberta will continue to work through these agreements, and, where appropriate, develop new agreements to address issues that are important to Metis Settlement members.

OTHER ABORIGINAL PEOPLE

According to the definition in section 35 of the *Constitution Act, 1982* the term Aboriginal includes the "Indian, Inuit and Metis peoples." The phrase "other Aboriginal people" in the Government of Alberta's Aboriginal Policy Framework is not intended to challenge the existing categories nor is it seeking to create a new category. The intent is to ensure that

this Framework will address the concerns and interests of every person of Aboriginal ancestry in Alberta.

During the consultation process, some people said that they were not represented by Chief and Council or by any of the Metis organizations. Some may define themselves as non-status Indians; others may choose to be recognized as Aboriginal people without affiliation or may affiliate with other organizations.

In 1985, the federal government's Bill C-31 amended the *Indian Act* to enable some Aboriginal women, veterans and others who had previously been denied "registered" Indian status to be registered under the Act. Some First Nations people who might be classified as "Bill C-31" say they did not fit into the categories of either First Nation or Metis. They have told us that they do not want to be forgotten. Others who have acquired their "registered" Indian status through the provisions of federal Bill C-31 might choose to be identified as First Nations or Metis people.

Some people from remote communities and others from urban areas say the identifications "First Nations" or "Metis" do not fit their perception of themselves.

The relatively small number of Inuit people living in Alberta (1,645 in 1996) is included in the definition "other Aboriginal."

SOCIO-ECONOMIC OPPORTUNITIES

GOAL

THE GOVERNMENT OF ALBERTA WILL WORK WITH ABORIGINAL PEOPLE, FEDERAL AND MUNICIPAL GOVERNMENTS, INDUSTRY AND OTHER INTERESTED PARTIES TOWARDS THE GOALS OF INDIVIDUAL AND COMMUNITY WELL-BEING AND SELF RELIANCE

BACKGROUND

By every common indicator, there are significant socio-economic disparities between First Nations, Metis and other Aboriginal communities and people and other Albertans. These disparities must be addressed.

Aboriginal people in remote communities often have difficulty accessing goods, services and opportunities.

Aboriginal people living outside First Nation reserves or Metis Settlements — in towns and cities where they move to find jobs, housing and education or other services — find themselves far from family and friends. Housing and amenities are expensive. Aboriginal people often face discrimination and prejudice. Some feel unprepared to compete for jobs in what often appears an alien environment. The 1996 census showed that more than 68 per cent of Aboriginal people in Alberta lived in towns and cities.

In 1996, almost half (46 per cent) of all Aboriginal people in Alberta were under 20 years of age, compared with 29 per cent of the province's overall population. Preparing youth for a rapidly changing social, economic and work environment represents a significant challenge for all of Alberta's families, communities and governments; the challenge is greater for Aboriginal families.

Many Aboriginal people face significant health and social challenges. According to the Premier's Council on the Status of Persons with Disabilities, over 30 per cent of Aboriginal people have disabilities that may limit their physical, mental and emotional well-being and their ability to participate fully in economic activities.

Aboriginal people have told us that while there is a continuing need to address specific health, education, social and justice issues in their communities, social programming by itself has failed to address the underlying economic conditions that are the basis for much of the disparity in community and individual well-being.

The vision of the Aboriginal Policy Framework is a future in which strong, sustainable Aboriginal economies support self-reliant First Nations, Metis and other Aboriginal communities and people. Capacity building and economic development are the keys to unlocking this future. This vision can be accomplished if all parties – federal, provincial and municipal governments and Aboriginal governments and people – take appropriate responsibility and action.

PARTICIPATION IN THE ALBERTA ECONOMY

Many positive examples of First Nation, Metis and other Aboriginal participation in the economy already exist. However, a more co-ordinated collaboration among First Nations,

Metis and other Aboriginal communities; federal and provincial governments, and municipal governments where appropriate; and the private sector should lead to improvements both in the effectiveness and long-term sustainability of local First Nations, Metis and other Aboriginal economies.

In 2000 - 2001, the Government of Alberta will embark on the development of an Aboriginal Capacity Building Strategy with First Nations, Metis and other Aboriginal leaders, communities, and businesses, industry, federal and municipal governments, and other interested parties.

An Aboriginal Capacity Building Strategy for Alberta will be practical and results oriented. It will focus on activities that work. Capacity building and economic development strategies should allow flexible and sensitive responses to the unique needs and resources of different communities.

An Aboriginal capacity building strategy has two goals. The first is to support individual self-reliance and initiative. The second is to work with First Nations, Metis Settlements and other Aboriginal communities in developing their economies to better sustain their populations. Such is not based on special advantage but rather on a level playing field so Aboriginal people can compete equally with other Albertans in the Alberta economy.

The Strategy can be developed around the following elements:

Address barriers to Aboriginal participation in the Alberta economy
The Government of Alberta will examine policy, regulatory and legislative barriers to the enhanced participation of First Nations, Metis and other Aboriginal people in the economy of Alberta.

The Government of Alberta will encourage the federal government and Aboriginal communities to address other barriers to Aboriginal participation in the economy.

Capacity building with regard to community, individual and entrepreneurial readiness
Capacity building may include working with communities to:

- Strengthen the administrative and managerial abilities of Aboriginal individuals and communities so they can develop and implement their business plans and related strategies in support of their economic goals.
- Improve the success rate of Aboriginal students in our schools and provide educational upgrading, job training and employment readiness for Aboriginal people.
- Improve entrepreneurial and business training and opportunities for Aboriginal people and businesses.

Capacity building activities may involve a number of partners including federal, provincial and municipal governments, industry, and other organizations.

Partnerships
The Government of Alberta, industry and First Nations, Metis and other Aboriginal communities need to continue building partnerships to enhance employment and business opportunities. There are many examples of partnerships throughout Alberta, including: the Athabasca Tribal Council/Industry Working Group agreement,

Syncrude and Suncor initiatives supporting Aboriginal hiring and business ventures, Weyerhaeuser/Aseniwuche Winewak Nation agreement, and Co-operative Renewable Resource Management Agreements.

The Government of Alberta encourages the development of First Nations, Metis and other Aboriginal businesses as well as partnerships and joint ventures among Aboriginal businesses and between Aboriginal and non-Aboriginal businesses.

Resource Development

Resources are the cornerstones of Alberta's economic base. Forestry, oil and gas, oil sands, coal, other mineral development and agriculture are examples of sectors that will continue to provide significant opportunities and benefits for all Albertans.

The Government of Alberta is committed to working with First Nations, Metis and other Aboriginal communities and industry to improve the participation, in a fair and reasonable way, of Aboriginal people and businesses in the economic opportunities associated with natural resource development.

Other economic possibilities

First Nations, Metis and other Aboriginal communities are interested in other forms of economic development, including construction, tourism, gaming, electronic commerce, high technology and a variety of small business ventures with both domestic and international markets.

Government business planning and coordinated program delivery

An Aboriginal goal focusing on well-being and self-reliance was added to the Government of Alberta's Business Plan for 2000-2003. Government Ministries are to address this Government Business Plan Goal by addressing Aboriginal well-being and self-reliance issues in their business planning processes and reporting progress in their annual reports.

Government of Alberta Ministries and agencies will also address the capacity needs in their organizations, including the participation of Aboriginal people, so that the organizations will be better able to address the Aboriginal goals and strategies in their business plans.

BENEFITS OF INCREASED FIRST NATIONS, METIS AND OTHER ABORIGINAL PARTICIPATION IN THE ALBERTA ECONOMY

There are potential benefits for both Aboriginal and corporate partners. For Alberta's corporate sector, partnerships with Aboriginal businesses can give access to new markets and help gain First Nations, Metis and other Aboriginal community support for economic and business development. Over the long term, partnerships can cut costs and develop a stable, long-term workforce, particularly in remote communities.

For First Nations, Metis and other Aboriginal communities, partnerships can assist in the development of business and managerial expertise, financing, contracting opportunities business growth, training, employment opportunities, and better prospects for long-term employment.

SOCIO-ECONOMIC OPPORTUNITIES

PRINCIPLES	COMMITMENTS TO ACTION THE GOVERNMENT OF ALBERTA WILL:
ENHANCED ABORIGINAL WELL-BEING	
❑ Government of Alberta Ministries share responsibility for achieving the government-wide goal to enhance the well-being of Aboriginal people in Alberta, including Aboriginal persons with disabilities.	❑ Work with First Nation, Metis and other Aboriginal organizations to develop and implement strategies to achieve the goal of enhanced Aboriginal well-being, • Including the development of an Alberta Disability Strategy.
❑ While respecting the responsibilities of the federal government to provide services to First Nation communities and persons, ensure that Aboriginal people have access to provincial public services enjoyed by Albertans in communities of similar size and geographic location.	❑ Assist, where appropriate, First Nation, Metis Settlements and other Aboriginal communities and organizations to build capacity to enhance community and individual well-being.
ISSUES FACING ABORIGINAL PEOPLE LIVING OFF RESERVE AND OFF SETTLEMENT	
❑ Emerging social and economic issues must also be addressed, with Aboriginal people who live off reserve or off Metis Settlements in villages, towns, cities, specialized/regional municipalities, municipal districts, or remote communities.	❑ Develop partnerships with First Nation, Metis and other Aboriginal organizations and, where appropriate, with federal and municipal governments, volunteer agencies and the private sector to develop strategies for addressing the needs of Aboriginal people living off First Nation reserves or Metis Settlements, • Including strategies to address the needs of Aboriginal persons living in urban areas, and • Strategies to address the needs of homeless people, including homeless Aboriginal persons.
❑ Federal and provincial Ministries, agencies, municipalities and other service providers need to work with Aboriginal people and Aboriginal communities to eliminate barriers to services when people move between Aboriginal and non-Aboriginal communities.	❑ Strengthen the capacity of Aboriginal organizations and other community-based service agencies to address the needs of Aboriginal people living off First Nation reserves and Metis Settlements.

PRINCIPLES	COMMITMENTS TO ACTION THE GOVERNMENT OF ALBERTA WILL:
INVOLVEMENT OF YOUTH	
❑ The Government of Alberta recognizes the important role of youth in Aboriginal communities and the need to have the voice of youth heard by their communities and by government. ❑ The Government of Alberta seeks to improve the success of Aboriginal students in the Alberta education system.	❑ Work with First Nation and Metis leaders and Aboriginal youth to develop an appropriate provincial forum where the voice of Aboriginal youth can be heard. ❑ Establish a youth advisory panel, comprising 50 per cent Aboriginal youth, to advise the Youth Secretariat. ❑ Decrease dropout rates and increase high school completion rates among Aboriginal learners.
CROSS-CULTURAL AWARENESS AND UNDERSTANDING	
❑ The languages, cultures, traditions and values of Aboriginal people in Alberta contribute positively to the province's vitality. ❑ Cross-cultural awareness and understanding among Aboriginal people and other Albertans is an important component of an inclusive Alberta society.	❑ Work with First Nation, Metis and other Aboriginal organizations and communities — and other Alberta organizations and communities — to promote cross-cultural awareness and understanding among Aboriginal people and other Albertans.
ENHANCED ABORIGINAL SELF-RELIANCE	
❑ The Government of Alberta recognizes the importance of federal, provincial and community social and economic policy initiatives to support the self-reliance of First Nation, Metis and other Aboriginal people and communities in Alberta. ❑ "Aboriginal self-reliance" means the ability of First Nation, Metis and other Aboriginal communities and individuals to manage their own affairs, develop a sustainable economic base, and participate in partnerships with governments and the private sector.	❑ Work with the federal government, First Nation, Metis and other Aboriginal people to refocus existing federal, provincial and community programs toward a goal of individual Aboriginal self-reliance.

PRINCIPLES	COMMITMENTS TO ACTION
	THE GOVERNMENT OF ALBERTA WILL:

DEVELOP AN ABORIGINAL CAPACITY BUILDING STRATEGY

❑ Develop the capacity of First Nation, Metis and other Aboriginal communities, individuals and businesses to participate in economic opportunities.

❑ In a fair and reasonable way, improve the participation of Aboriginal people and businesses in the economic opportunities associated with natural resource development.

❑ Broaden the base of economic participation by Aboriginal people to include all aspects of Alberta's economy.

❑ First Nation, Metis and other Aboriginal communities should have the capacity to engage in natural resource development activities, as well as other aspects of the Alberta economy, including the technological innovations accessed through the Internet.

❑ Coordinate government business planning and program delivery to better meet capacity building needs of First Nation, Metis and other Aboriginal individuals and communities.

❑ Initiate and implement an interdepartmental Aboriginal capacity building strategy in 2000-2007 to work with First Nation, Metis communities and organizations, industry, federal and municipal governments and other interested parties to develop practical, results-oriented proposals to enhance the capacity of Aboriginal communities, workers and entrepreneurs.

❑ Develop and implement strategies that encourage partnerships involving First Nation, Metis and other Aboriginal communities with organizations, industry and, where appropriate, federal and/or municipal governments to

- In a fair and reasonable way, strengthen the administrative and managerial capacity of Aboriginal individuals and communities so that they can develop and implement their business plans and related strategies in support of their economic goals.
- Improve the success rate of Aboriginal students in our schools and provide educational upgrading, job training and employment readiness for Aboriginal people.
- Improve entrepreneurial and business training and opportunities for Aboriginal people and businesses.

❑ Assist with the development of partnerships and joint ventures between Aboriginal communities and industry, between Aboriginal and non-Aboriginal businesses and among Aboriginal businesses.

PRINCIPLES	COMMITMENTS TO ACTION THE GOVERNMENT OF ALBERTA WILL:
	❑ Assist in making Aboriginal people and businesses aware of international business opportunities, including international trade missions. ❑ Where feasible provide Aboriginal communities Internet connections of appropriate speed and bandwidth, with appropriate participation by federal and Aboriginal governments. ❑ Review existing programs that support capacity building to ensure responsiveness to individual First Nation, Metis and other Aboriginal and community needs.

GOVERNMENT BUSINESS PLANNING AND REPORTING

❑ The Government of Alberta recognizes its responsibility to report to the public on progress in achieving the government-wide goal on Aboriginal well-being and self-reliance.	❑ Identify strategies and performance measures in appropriate Ministry and agency business plans directed toward this goal. ❑ Report progress made on this goal in appropriate Ministry and agency annual reports.

CLEARER GOVERNMENT ROLES AND RESPONSIBILITIES

GOAL	THE GOVERNMENT OF ALBERTA WILL WORK WITH ALL INTERESTED PARTIES TO CLARIFY FEDERAL, PROVINCIAL AND ABORIGINAL ROLES AND RESPONSIBILITIES.

CONSTITUTIONAL ROLES

The Constitution Act 1867 establishes federal responsibility for "Indians, **and** Lands reserved for the Indians," and gives provincial governments responsibility for legislation in other areas. Provincial laws apply generally throughout Alberta, unless they are in direct conflict with First Nation treaties, federal legislation or federally approved by-laws passed by First Nations under the *Indian Act.* In addition, the Government of Alberta has a responsibility, under the Charter of Rights and Freedoms, to treat all Albertans equally.

GOVERNMENT OF ALBERTA'S ROLE IN MANAGING PUBLIC LANDS

The Government of Alberta has the constitutional mandate to manage public lands and natural resources in the province. It will exercise its responsibilities to benefit all Albertans.

First Nations have rights under the *Constitution Acts 1867-1986* and the western treaties signed in the late 1800s between representatives of First Nations and the federal government. When the western treaties were signed, Aboriginal title, including rights on "traditional lands," was "ceded" and replaced by treaty rights.

The Natural Resources Transfer Agreement (Constitution Act, 1930) – NRTA – transferred from the Government of Canada the ownership of public lands and resources in Alberta to the Province of Alberta. Treaty rights including the rights to hunt, fish and trap are included in the NRTA, along with the Government of Alberta's obligation to provide land in the settlement of treaty land entitlement claims.

In 1930 the province of Alberta accepted responsibility under the agreement for honouring treaty rights as they pertain to public lands. Today, the Government of Alberta honours Aboriginal use of public lands as provided for in the treaties and NRTA, including the rights to hunt, fish and trap on public lands.

The Government of Alberta and Aboriginal governments may disagree over assertions and interpretations of treaty and NRTA rights respecting the use of public lands.

Any disputes over the assertion or interpretation of treaty and constitutional (including NRTA) rights may be resolved through negotiation or litigation. Where possible, the Government of Alberta prefers negotiation. Court decisions continue to provide clarification regarding the nature and scope of the rights and responsibilities of Aboriginal people and the federal and provincial governments.

The Government of Alberta is committed to meeting all of its treaty, constitutional and legal obligations respecting the use of public lands.

CONSULTATION,TREATY AND ANY OTHER CONSTITUTIONAL RIGHTS

Aboriginal people are concerned about the impacts of natural resource development and land use decisions. Decisions made by courts are defining provincial governments' obligations to consult with Aboriginal people. Where consultation is required on land and resource issues relating to an infringement of an existing treaty, NRTA or other constitutional right, it is the Government of Alberta's role to consult affected Aboriginal people. This is not the role of industry.

CONSULTATION, RESOURCE DEVELOPMENT

The Government of Alberta, industry, First Nation, Metis and other Aboriginal people also desire a proactive, made-in-Alberta consultation process that addresses participation by Aboriginal people in activities related to resource development.

The Government of Alberta encourages a "good neighbour" approach based on respect, open communication and co-operation. It expects those who propose natural resource developments to consult with and consider the views, values and experiences of communities and people that could be affected by their developments.

Alberta will continue to require developers to undertake historical resources impact and mitigation studies of historical resources sites. In recognition of the importance to First Nations of cultural sites, the Government of Alberta encourages industry and First Nations to co-operate on timely baseline studies of such sites on public lands.

LAND CLAIMS

The Government of Alberta accepts its obligation under the NRTA to provide unoccupied Crown land to the federal government so that the federal government can fulfill its First Nation land claims responsibilities.

The Government of Alberta works with the federal government and First Nations to resolve outstanding treaty land entitlement claims, by negotiating fair and equitable settlements. All treaty land entitlement claims in Alberta that have been validated by the federal government have been settled or are being actively addressed.

Settling land claims increases certainty for all parties, reducing the potential for conflict between land claims and other land uses and providing resources and opportunities that enable First Nations to become more self-reliant.

FEDERAL AND PROVINCIAL SERVICE DELIVERY RESPONSIBILITIES

First Nation, Metis and other Aboriginal people are entitled to know with certainty which order of government is responsible for providing programs and services.

CLEARER GOVERNMENT ROLES AND RESPONSIBILITIES

Responsibility to First Nation, Metis and other Aboriginal people has long been an area of disagreement between federal and provincial governments. Confusion over whether the federal or provincial government is, or ought to be, responsible for which programs and services has resulted in inconsistency, duplication and unnecessary costs.

Government roles and responsibilities need to be clarified and this may include the role and responsibilities of municipal governments. Government of Alberta Ministries and agencies will review their policies, practices and programs respecting service delivery to First Nation people, both on and off reserve, Metis and other Aboriginal people.

In working with Aboriginal people, Government of Alberta Ministries and agencies have developed a wide variety of agreements with First Nation, Metis Settlements and Aboriginal organizations to enhance the delivery of programs and services to their members.

REDUCTIONS IN FEDERAL SERVICES AND FUNDING

A key issue for First Nations and provinces is the fact that the Government of Canada has not exercised its full jurisdiction under the *Constitution Act, 1867.* Canada has responsibilities to "Indians" who are or can be "registered" according to the *Indian Act.* However, Canada has tended to restrict itself to funding services to registered Indian people living on First Nation reserves. In many cases, the federal government is transferring responsibility for the delivery of community programs and services directly to First Nation governments.

Increasingly, as the federal government withdraws from service provision or restricts funding, First Nation people turn to provincial and municipal service agencies. In some cases, the province or municipality is legally required to provide public services. In many cases the Government of Alberta has done "the right thing" and supported Aboriginal people in achieving self-reliance and well-being.

The Government of Alberta will work proactively with First Nations to encourage the federal government to fulfill its responsibilities to Aboriginal communities and people, wherever they live.

GOVERNANCE

The Government of Alberta takes the position that it will work with First Nations and Metis Settlements on a "government-to-government" basis.

Many Aboriginal communities aspire to be self-governing, with enhanced decision-making authority over programs, services and many of the social, cultural, economic and political aspects of community life. Aboriginal and non-Aboriginal communities alike recognize that accountability is a key component of governance. Accountability is based on the right of people to know what their governments and representative organizations intend to achieve and what they actually accomplish.

As self-government moves from theory to practice the question of roles and responsibilities grows increasingly complex. Many Aboriginal aspirations were supported

by the report of the Royal Commission on Aboriginal Peoples, but as yet there is no common agreement on the extent and nature of Aboriginal self-government.

The Government of Alberta contends that the authority and responsibilities of Aboriginal governments must be negotiated and defined. All governments need to understand clearly where their respective authorities and responsibilities begin and end.

Provincial and federal roles and responsibility must be better defined to help resolve issues and support the development of Aboriginal self-governance.

CLEARER GOVERNMENT ROLES AND RESPONSIBILITIES

PRINCIPLES	COMMITMENTS TO ACTION
	THE GOVERNMENT OF ALBERTA WILL:
CONSTITUTIONAL AND TREATY RIGHTS	
❑ The existing treaty and other constitutional rights of Aboriginal people are recognized and affirmed. ❑ Hunting, fishing and trapping rights of Aboriginal people as established in the treaties, the Natural Resources Transfer Agreement, Metis Settlements legislation, other provincial legislation and case law are recognized. ❑ When the western treaties were made by First Nations and the federal government, Aboriginal title was ceded and replaced by treaty rights. Only the Government of Alberta has a legal right to ownership and management of provincial Crown lands and resources.	❑ Acknowledge and respect the existing treaty and other constitutional rights of Aboriginal people in provincial legislation, policies, programs and services. ❑ Encourage the Government of Canada to join the Government of Alberta in amending the Constitution of Canada to provide protection for Metis Settlement lands. ❑ Fulfill its constitutional responsibility to manage natural resources and related revenues for the benefit of all Albertans.
LAND CLAIMS	
❑ The Government of Alberta recognizes its obligation to participate in the settlement of First Nation land claims through negotiated agreements with First Nations and the Government of Canada.	❑ Work with First Nations and the Government of Canada to address outstanding land claims in Alberta.

PRINCIPLES	COMMITMENTS TO ACTION THE GOVERNMENT OF ALBERTA WILL:
CONSULTATION	
❑ The Government of Alberta recognizes the importance of consultation and providing Albertans with opportunities to participate in decisions on natural resource development. ❑ The Government of Alberta consults appropriately with affected Aboriginal people and communities when regulatory and development activities infringe their existing treaty and other constitutional rights, such as the rights to hunt, fish and trap for food. ❑ The Government of Alberta, Aboriginal communities and industry have a duty to facilitate dialogue and participate in good faith.	❑ Where appropriate, consult affected Aboriginal people about proposed regulatory and development activities that may infringe existing treaty, NRTA or other constitutional rights. ❑ Work with affected Aboriginal communities and industry to use existing mechanisms and, where necessary, develop new ones for appropriate consultation on resource development and land-use decisions and to identify opportunities to participate in the associated benefits.
TRADITIONAL USE STUDIES	
❑ The Government of Alberta recognizes the importance of working with the leadership and Elders of First Nations and with industry to develop baseline studies of traditional uses. ❑ The Government of Alberta recognizes that sacred and culturally sensitive information that may be collected through a traditional use study should not be widely shared.	❑ In consultation with First Nations and industry, facilitate development of best practice guidelines for studies of public lands in relation to the provisions of the NRTA and the treaties, including First Nations rights to hunt, fish and trap on public lands. ❑ Where appropriate, negotiate protocols with the Aboriginal people concerned regarding the management and security of sensitive information. ❑ Where appropriate, work with all interested parties to facilitate timely baseline studies. ❑ Work with the leadership and Elders of First Nations and Aboriginal communities that have concerns about specific public land areas, and industry to identify and place notations on specific sites.

PRINCIPLES	COMMITMENTS TO ACTION THE GOVERNMENT OF ALBERTA WILL:
CLARIFY ROLES AND RESPONSIBILITIES	
❑ The Government of Alberta agrees with First Nations that the federal government should fulfill its responsibilities to First Nation communities and people, wherever they live. ❑ The Government of Alberta does not intend to replace federal programs and services, but rather to complement them.	❑ Work with Aboriginal governments, communities and organizations and the federal government to define roles and responsibilities, including funding, within the appropriate constitutional jurisdiction of Aboriginal, provincial and federal governments.
PROGRAMS AND SERVICES	
❑ The Government of Alberta supports First Nations in their view that the Government of Canada has a special relationship with First Nations and responsibilities, based on the Constitution and the treaties, to co-operate with First Nations in the design, funding and delivery of: • Specific services on First Nation reserves; and • Specific services to First Nation persons wherever they live. ❑ The Government of Alberta recognizes the need to facilitate appropriate participation by First Nations, Metis and other Aboriginal organizations in the design, delivery, monitoring and evaluation of provincial programs and services. ❑ Provincial service agreements with First Nations, Metis and other Aboriginal communities and organizations must include commitments for program and financial accountability.	❑ Design and implement an Aboriginal policy checklist for ongoing review of existing and future provincial policies, programs and services to see if they address the needs, legal requirements and agreements with First Nation, Metis and other Aboriginal communities and organizations. ❑ Using the Aboriginal policy checklist, review the applicability of provincial laws, programs and services to First Nation people on and off reserve. Consider provincial and federal obligations under the Constitution, provincial laws, and the aspirations of First Nations to be responsible for delivery of programs and services. ❑ Where capacity exists or can be developed, delegate delivery of statutory services to First Nations that are prepared to meet statutory standards and program objectives. ❑ Continue working with Metis and other Aboriginal organizations with regard to agreements and funding to support the delivery of services to their members and, where appropriate, to others.

PRINCIPLES	COMMITMENTS TO ACTION THE GOVERNMENT OF ALBERTA WILL:
	❑ Work with First Nation, Metis and other Aboriginal communities and organizations to ensure that program and service delivery agreements with Government of Alberta Ministries and agencies contain acceptable mechanisms for financial and program accountability, including performance measures.

PARTICIPATION IN THE DESIGN AND DELIVERY OF SERVICES

❑ The Government of Alberta recognizes the need to discuss the design and delivery of services for Aboriginal people with First Nation, Metis and other Aboriginal communities and organizations.	❑ Continue to develop appropriate discussion processes with First Nations, Metis and other Aboriginal communities and organizations regarding the design and delivery of services for Aboriginal people.
❑ Discussion processes should facilitate the participation of people who would otherwise find participation difficult, including Elders, homeless people and persons with disabilities.	❑ Encourage provincially funded service agencies to work with First Nations, Metis and other Aboriginal organizations to develop culturally appropriate services and/or service delivery procedures when providing services to Aboriginal people. ❑ Encourage the participation of First Nations, Metis and other Aboriginal people on appropriate provincial government boards and commissions.

REPATRIATION OF SACRED CEREMONIAL OBJECTS

❑ The Government of Alberta supports traditional values in strong, confident First Nation communities. The Government of Alberta wishes to harmonize the role museums play in preserving human heritage with the desire of First Nations to have important sacred ceremonial objects returned to their communities.	❑ As required by the *First Nations Sacred Ceremonial Objects Repatriation Act,* consult extensively with First Nations, including Elders, to determine what processes and procedures should be put in place for repatriation of sacred ceremonial objects, where that is the desire of a First Nation community.

PRINCIPLES	COMMITMENTS TO ACTION THE GOVERNMENT OF ALBERTA WILL:
	❑ Implement the *First Nations Sacred Ceremonial Objects Repatriation Act* for collections from the Provincial Museum of Alberta and the Glenbow Museum. This will allow the return of sacred ceremonial objects vital to the practice of ceremonial traditions in First Nation communities.
SELF-GOVERNANCE ❑ The Government of Alberta recognizes, in principle, the inherent right of self-government. ❑ The Government of Alberta will focus its efforts on establishing self-government arrangements with Aboriginal people living on recognized Aboriginal land bases.	❑ Respond to requests from First Nations and the Government of Canada to participate in the development of agreements to implement the inherent right of self-government. Implementation of such agreements must be based on legally recognized mechanisms. ❑ Work with Metis Settlements to assess progress on their goal of becoming self-regulating and self-reliant governments, and make any required changes to the *Metis Settlements Act* and funding agreements to ensure the goal is achieved in a reasonable time period.
RELATIONSHIPS ❑ The Government of Alberta will continue working with First Nations and Metis Settlements (including the Metis Settlements General Council) on a government-to-government basis, while respecting the special relationship between First Nations and the federal government. ❑ The Alberta Government will continue working with the Metis Nation of Alberta Association through the terms and procedures set out in the Government of Alberta/Metis Nation of Alberta Association Framework Agreement.	❑ Continue to work with First Nations and Metis communities and organizations through mutually negotiated and signed agreements, protocols, memoranda and understandings. ❑ When appropriate, meet at the Ministerial level with First Nation Chiefs and Councils, Metis Settlement Chairs and Councils, the Metis Settlements General Council and the Provincial Board of the Metis Nation of Alberta Association.

PRINCIPLES	COMMITMENTS TO ACTION
	THE GOVERNMENT OF ALBERTA WILL:
STRATEGIC PLANNING WITH ABORIGINAL ORGANIZATIONS	
❑ In its agreements, arrangements and contracts with First Nation, Metis and other Aboriginal communities and organizations, the Government of Alberta recognizes the need to incorporate strategic planning processes, including evaluations.	❑ Work with First Nation, Metis and other Aboriginal communities and organizations to establish strategic planning processes and evaluate relationships with them, based on progress toward their planning goals.
GOVERNMENT BUSINESS PLANNING AND REPORTING	
❑ The Alberta government recognizes its responsibility to report to the public on the progress made towards the goal of clarifying government roles and responsibilities	❑ Report progress made on this goal in appropriate Ministry and agency annual reports.

A PATH AHEAD

This Framework sets out two important goals. Achieving them will require co-ordinated efforts from First Nation, Metis and other Aboriginal, provincial, federal and municipal governments and organizations, the private and volunteer sectors and individual Albertans.

The Framework is one more step in the Government of Alberta's continuing relationship with First Nation, Metis and other Aboriginal people in this province. The Government of Alberta, with First Nations and Metis governments and other Aboriginal organizations, must continue to move forward in existing partnerships and build new co-operative relationships.

Government of Alberta Ministries and agencies will review existing strategies and programs to determine how they fit into this Framework. They will develop individual and government-wide implementation plans to put this Framework into practice.

The Government of Alberta and individual Ministries and agencies will consider Aboriginal perspectives in the design of appropriate performance measures and the Alberta government will report to the people of Alberta on progress towards the goals set out in this Policy Framework. Ministries and agencies will review their progress on meeting the Government Business Plan Goal addressing Aboriginal well-being and self-reliance on an annual basis. Ministries and agencies will also review progress on their specific business plan goals on an annual basis.

A comprehensive evaluation of the Aboriginal Policy Framework will be undertaken in the year 2007-2008. This evaluation will invite participation from First Nations, Metis and other Aboriginal governments and organizations, Aboriginal people and other interested Albertans.

ABORIGINAL POLICY FRAMEWORK MEETINGS AND WRITTEN SUBMISSIONS

I. MEETINGS

1.	September 14, 1999	First Nation Chiefs, Tribal Councils - Edmonton
2.	September 15	Metis (Metis Settlements General Council, Metis Settlements, Metis Nation of Alberta Association) and Remote Community Leaders - Edmonton
3.	September 16	Local resource companies, municipal and county representatives and local Aboriginal communities from the Hinton and Grande Cache areas - Hinton
4.	September 17	Aboriginal relations representatives from energy companies - Calgary
5.	September 17	Executive Members of Alberta Native Friendship Centres Association and Sik Ook Kotoki Friendship Centre, Lethbridge
6.	September 18	Alberta Native Friendship Centres Association Annual General Meeting - Lethbridge
7.	September 20	Industry leaders (oil, gas, pipelines, Chamber of Commerce), 17 representatives - Calgary
8.	September 27	Interdepartmental Proposed APF Committee - Edmonton
9.	September 27	Treaty 7 Chiefs - Calgary
10.	September 29	Indian Resource Council of Canada National Annual General Meeting - Edmonton
11.	October 1	Alberta Forest Products Association Provincial Annual General Meeting - Jasper
12.	October 4	Chiefs' Summit staff - Edmonton
13.	October 6	Chief and Council, Peigan Nation - Brocket
14.	October 6	Napi Friendship Centre, Mayor of Pincher Creek, Councilors of Peigan Nation - Pincher Creek
15.	October 7	Metis Settlements Tripartite Steering Committee Meeting - Edmonton
16.	October 9	Peerless Lake Community Association Meeting - Peerless Lake
17.	October 9	Trout Lake Community Association Meeting - Trout Lake
18.	October 14	President, Vice President and staff, Metis Nation of Alberta Association - Edmonton

19. October 15	Chiefs of the Yellowhead Tribal Council - Alexis First Nation
20. October 25	Metis Nation of Alberta Association - Nakoda Lodge, Morley
21. October 26	Environmental Resource Council - Peace River
22. October 27	Alberta Indian Economic Development Officers Network - Edmonton
23. October 28	Howard Mustus, Executive Director, Yellowhead Tribal Council - Enoch First Nation
24. November 1	Kapawe'no First Nation - Kapawe'no reserve
25. November 1	Grouard Community Meeting - Grouard
26. November 1	Sucker Creek First Nation - Sucker Creek reserve
27. November 3	Loon River Band - Loon River reserve
28. November 3	Loon River Elders - Loon River reserve
29. November 3	CEO's, Alberta Child and Family Services Authorities – Edmonton
30. November 4	Tallcree Band – Tallcree reserve
31. November 4	Tallcree Elders – Fort Vermilion
32. November 4	Red Earth, Brewster's Camp community meeting - Red Earth
33. November 6	Calgary Urban Aboriginal Affairs Committee - Calgary
34. November 8	City of Edmonton Urban Aboriginal Affairs Committee - Edmonton
35. November 9	Robert Breaker, Program Director, Aboriginal Programs, Banff Centre for Management - Edmonton
36. November 24	Northern Alberta Development Council - Edmonton
37. November 30	Assembly of First Nations with National Chief and Regional Vice Chief - Edmonton
38. December 2	Westlock Child and Family Service Authority - Westlock
39. December 3	Swan River Chief and Council - Edmonton
40. December 7	Peavine Metis Settlement
41. December 11	Metis Nation of Alberta Association Town Hall meeting - Edmonton
42. December 13	Tallcree Elders - Tallcree Reserve
43. December 13	Treaty 6 Chiefs - Edmonton
44. December 14	Metis Settlements General Council staff and consultants - Edmonton
45. December 15	Metis Settlements General Council Christmas Assembly - Edmonton
46. January 7, 2000	Joint Elected Officials Meeting, - High Level

47. January 13	First Nations Forestry Program - Edmonton
48. January 17	Alberta Forest Products Association - Edmonton
49. January 25	Cold Lake First Nation - Edmonton
50. January 26	Native Perspective Task Team, Child and Family Services Region 13 - Grande Prairie
51. January 28	Aboriginal Task Force, Child and Family Services Region 3 - High River
52. February 1	Lesser Slave Lake Indian Regional Council - Edmonton

II. WRITTEN SUBMISSIONS

1. Proposed Agreement for strengthening relationships submitted by Yellowhead Tribal Council - 09/14/99.
2. Letter to Ivan Strang from John Huey, Woodland Manager for Sundance Forest Industries forwarded to Associate Minister - 09/30/99.
3. Written submission from Larry Veilleux - Golder Associates Ltd. - 09/24/99.
4. Letter from Clint Buehler, Northern Horizons Publishing - 09/29/99.
5. Written submission from Bev Davies, Syncrude - 10/04/99.
6. Letter from Tom Thompson, President, Grande Prairie Regional College - 10/14/99.
7. Written Submission from Kapawe'no First Nation - 11/01/99.
8. Letter from Lorne West, Forestry Development Officer, Canadian Forestry Services, Natural Resources Canada - 11/02/99.
9. Memorandum from Leroy Johnson, Chair of Alberta Alcohol & Drug Abuse Commission - 11/04/99.
10. Letter from from Alberta Association of Municipal Districts & Counties – 11/09/99.
11. Submitted Workbook from Dennis Whitford, Assistant District Manager, Native Services Office, Child and Family Services Office- 11/10/99.
12. Letter from Al Findlay, Muskeg River Enterprises - 11/18/99.
13. Written submission from Vice Chief Meneen on behalf of the Assembly of First Nations- 11/30/99.
14. Letter from the Honourable Ralph Goodale, Federal Interlocutor for Metis and Non-Status Indians - 12/01/99.
15. Letter from Honourable Robert D. Nault, Minister of Indian Affairs and Northern Development - 12/08/99.
16. Letter from Bernie Makokis, Saddle Lake First Nation - 12/16/99.
17. Written submission from Lesser Slave Lake Indian Regional Council - 12/20/99.

18. Letter from John te Linde, Manager Community and Social Development Calgary Aboriginal Urban Affairs Committee - 12/22/99.
19. Letter from Dan Martel, Four Winds & Associates - 12/23/99.
20. Lette from Sunpine Forest Products Ltd. - 12/23/99.
21. Written submission from Metis Nation of Alberta Association - 12/29/99.
22. Letter from Trevor Wakelin, Director/Fibre Resources, Millar Western Forest Products Ltd. - 01/04/00.
23. Memorandum from Honourable Iris Evans re: Alberta's Children's Initiative - 01/10/00.
24. Submitted Workbook from Bob Phillip, Pow Petroleum Ltd. - 01/19/00.
25. Submitted Workbook from Hugh Klaassen, Corporate Compliance Officer, Paramount Resources Ltd. - 01/18/00.
26. Written submission from Metis Settlements Centre for Tripartite Negotiations - 01/18/00.
27. Submitted Workbook from John P. Kerkhoven, Surface Land Supervisor, Petro-Canada - 01/20/00.
28. Submitted Workbook from Alderman's Office, The City of Calgary - 01/24/00.
29. Submitted Workbook from Mark Calliou, Child and Family Services Region 11 - 01/25/00.
30. Written Submission from Donna Lajeunesse, Elder - 01/26/00.
31. Written Submission from First Nations Resource Council - 01/28/00.
32. Written Submission from Metis Nation of Alberta Association - 01/28/00.
33. Written Submission and Workbook from Edmonton Aboriginal Urban Affairs Committee - 01/31/00.
34. Written Submission from Alberta Forest Products Association - 01/31/00.
35. Letter from Silver Birch Child and Family Services Authority - 01/31/00.
36. Written Submission from Settlement Metis for Aboriginal Rights - 02/01/00.
37. Written submission from Athabasca Tribal Council - 02/01/00.
38. Written submission from Koch Canada Ltd. - 02/02/00.
39. Written submission from Municipal District of Big Lakes - 02/02/00.
40. Submitted Workbook from Canadian Association of Petroleum Producers - 02/03/00.
41. Submitted Workbook from unknown source - 02/04/00.
42. Letter from Daishowa -Marubeni International Ltd. - 02/04/00.
43. Written submission from Alberta Official Opposition - 02/08/00.
44. Letter from Tolko Industries Ltd. - 02/08/00.
45. Submitted Workbook from Town of High Level - 02/14/00.

46. Submitted Workbook from the Alberta Teachers' Association - 02/14/00.
47. Written Submission from Windsong Child and Family Services - 02/16/00.
48. Submitted Workbook from unknown source – 02/28/00.
49. Submitted Workbook and accompanying letter from the Calgary Chamber of Commerce – 02/28/00.
50. Written Submission from the Alberta Centre for Injury Control & Research – 03/03/00.
51. Written Submission from NorthPeace Tribal Council – 03/03/00.
52. Submitted Workbook from Palliser Health Authority – 03/09/00.
53. Letter from Neegan Awas'sak Child and Family Services Authority – 03/12/00.
54. Letter from Alberta Urban Municipalities Association – 04/04/00.

Alberta Connects

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Appendix D

Strategies and Priorities for Further Consideration

What We Heard from the Native Education Policy Review Advisory Committee

The Native Education Policy Review Advisory Committee's Strategies for Further Consideration

In September 1999, the Native Education Policy Review Advisory Committee was formed to assist Alberta Learning with the Review. The Advisory Committee consisted of representation from First Nations and Métis authorities, other key education stakeholders and government. The Advisory Committee played an integral role in the development of the First Nations, Métis and Inuit Education Policy Framework.

Based on community input, an analysis of demographic trends, research on Aboriginal education, and a study of activities in other jurisdictions, the Native Education Policy Review Advisory Committee identified a variety of strategies to improve First Nations, Métis and Inuit learner opportunities and success.

Many of the strategies will require additional consultations with First Nations, Métis and Inuit communities and authorities, and various education and industry stakeholders. Some strategies are currently being addressed in part by existing ministry initiatives.

Responsibility for each of the proposed strategies varies. Implementation of some of the strategies will require the development of a mechanism to determine the most effective role that the ministry and various stakeholders, in collaboration with First Nations, Métis and Inuit communities, can undertake to help First Nations, Métis and Inuit learners achieve their education goals.

Legend of Acronyms Used

The following acronyms have been used in this section:

AAAL: Alberta Association for Adult Literacy

AAAND: Alberta Aboriginal Affairs and Northern Development

AHRE: Alberta Human Resources and Employment

AHSCA: Alberta Home & School Councils' Association

ASBA: Alberta School Boards Association

ASBOA: Association of School Business Officials of Alberta

ATA: Alberta Teachers' Association

CASS: College of Alberta School Superintendents

FN&MA: First Nations and Métis Authorities

FNAHEC: First Nations Adult and Higher Education Consortium

HRDC: Human Resources Development Canada

INAC: Indian and Northern Affairs Canada

Goal 1 High Quality Learning Opportunities that are Responsive, Flexible, Accessible, and Affordable to the Learner.

Language, Learning and Teaching Resources

Strategy 1.1 Increase the quantity and quality of First Nations, Métis and Inuit curriculum, language, learning and teaching resources.

1.11	Ensure that new and existing K-12 core and complementary curriculum, language, learning and teaching resources: • Meet an Aboriginal content standard in all core subjects; and • Demonstrate a basic understanding and knowledge of First Nations, Métis and Inuit history, lands, rights, languages, culture and issues through the provincial achievement testing and diploma examinations program.	**Responsibility** Alberta Learning FN&MA ASBA CASS ATA Other Education Stakeholders
All Alberta K-12 students would be provided with resources that provide optimal First Nations, Métis and Inuit content. The development of standards for Aboriginal content (e.g., First Nations, Métis and Inuit history, lands, rights, languages, culture and contemporary perspectives on governance, education, science, and wellness) in various core subject areas would involve all stakeholders.		

1.12	Establish an ongoing K-12 priority to update and develop First Nations, Métis and Inuit curriculum, languages, learning and teaching resources for use by all Alberta students.	**Responsibility** Alberta Learning FN&MA Federal Government
A ministry field study involving education stakeholders would be implemented to identify provincial teaching/learning resources, and to develop a multi-year provincial plan and budget priority. Resources and responsibility would be allocated to the Aboriginal Services Branch similar to the Alberta Learning French Language Services. Many teaching and learning resources developed under the Native Education Policy 1987 require updating or re-printing.		

1.13 Support the use and preservation of First Nations, Métis and Inuit languages spoken in Alberta.	**Responsibility** FN&MA Heritage Canada Alberta Community Development Alberta Learning ASBA
Resources are needed to ensure that (1) First Nations, Métis and Inuit knowledge and languages are preserved (written and oral), and (2) support is provided for programs/activities aimed at transferring knowledge and languages to current and future generations at home and at the workplace. Elders play a significant role in First Nations, Métis and Inuit traditions of preserving and transferring wisdom and knowledge.	

1.14 Extend copyright to First Nations, Métis and Inuit organizations, post-secondary institutions or governance bodies for Aboriginal language, learning and teaching resources they develop.	**Responsibility** Alberta Learning FN&MA
The ministry implemented the practice of extending copyright to Aboriginal authorities several years ago recognizing the need to provide authentic resources sanctioned by Aboriginal authorities/institutions.	

1.15 Develop with the federal government complementary First Nations, Métis and Inuit language programs, and a learning/teaching resources protocol.	**Responsibility** FN&MA Federal Government Alberta Learning ASBA ATA Canadian Teachers' Federation
Schools on First Nations land, governed by a First Nations authority, are outside this Review's mandate. But, these schools are required by INAC to follow provincial curriculum standards and policies. Many First Nations authorities expressed a need to provide community language programs equivalent in design to Francophone, French Immersion, and core French programs. Experience in developing Francophone and French Immersion Programs in Canada indicates that substantial resources, coordination and community support is required. Leadership, commitment, support, funding and coordination by the federal and provincial governments, and First Nations, Métis and Inuit communities are needed. First Nations and Métis communities share the same desire as the Alberta Francophone population to strengthen, maintain and share their language and culture.	

1.16 Develop innovative and seamless core curriculum program delivery strategies for First Nations, Métis and Inuit learners experiencing high mobility between schools and school jurisdictions or who, for a variety of reasons, attend school on an irregular basis.	**Responsibility** Alberta Learning ASBA Other Education Stakeholders
A consistent province-wide approach for a seamless program design would support a transferred student's immediate engagement in learning. Modular approaches, outreach programs, mastery learning, computer records management, year-round schooling and other flexible options supported by up-to date computer technologies and software applications are needed.	

1.17 Support and expand interprovincial First Nations, Métis and Inuit education relationships.	**Responsibility** Alberta Learning ASBA CASS ATA AHSCA
Coordinated interprovincial activities would increase the development and sharing of First Nations, Inuit and Métis languages (first language, second language and immersion programs), Native Studies programs, native language immersion programs, and supplementary curriculum, instructional and parent resources.	

Responsiveness

Strategy 1.2 Increase the availability of relevant K-12 to post-secondary education information resources and services for First Nations, Métis and Inuit learners, parents and communities.

1.21	Ensure that First Nations, Métis and Inuit parents/guardians have user-friendly and timely access to K-12 and post-secondary information, resources, services and in-service programs.	**Responsibility** ASBA FN&MA AHSCA Alberta Learning Other Education Stakeholders *Funding:* Alberta Learning Federal Government Education Authorities
The primary focus would be on the collection and distribution of information (written in plain English) on parental rights/roles/responsibilities, contacts for assistance/support, and other in-services. Stakeholders could collaborate to develop parenting in-service programs on school council/community needs, and continue to host and sponsor Aboriginal Parent Conventions. It is anticipated that provincial parent/learner non-profit organizations could then develop their capacity to serve First Nations, Métis and Inuit people (e.g., develop a communication strategy to inform parents of services, and listen to their advice, concerns, recommendations).		

1.22	Support the provision of digital information and communication networks to First Nations, Métis and Inuit learners, communities and institutions.	**Responsibility** Alberta Innovation and Science Federal Government FN&MA
A priority for learners, parents and communities could be access to computer-based information resources (e.g., library services, high speed internet access) and distance learning delivery mediums (computer, educational television, video-conferencing, etc.).		

Strategy 1.3 Encourage First Nations, Métis and Inuit participation in governance structures in school jurisdictions and post-secondary institutions.

1.31	Encourage and support culturally respectful structures and mechanisms at all schools and post-secondary institutions to ensure that First Nations, Métis and Inuit perspectives are represented throughout various decision-making processes.	**Responsibility** CASS/ASBA ATA (School Principals) Post-Secondary Institution Presidents Aboriginal Student Associations FN&MA
Activities could include the involvement of elders and community resource people in program development and delivery, the establishment of Aboriginal Parent Councils (could be a requirement for each school district receiving Native Education Project funds), and participation of parents of Aboriginal learners on school councils, student associations, Boards of Governors, etc. Alberta Learning's role is primarily one of role modeling.		

1.32	Develop culturally respectful procedures and protocols involving First Nations, Métis and Inuit parents or guardians and learners in order to facilitate effective issue resolution.	**Responsibility** Alberta Learning ASBA First Nations, Métis and Inuit parents FN&MA
Parents/guardians and learners would have access to and awareness of a range of support services. The operational procedures, policies and regulations of the ministry, school jurisdictions, schools and classrooms could be regularly reviewed and adapted to ensure respect and accommodation for linguistic and cultural needs.		

Strategy 1.4 Create mechanisms and consultative processes to improve First Nations, Métis and Inuit learner success.

1.41	Establish a First Nations, Métis and Inuit Education Advisory Board to advise the Minister on the progress of First Nations, Métis and Inuit learner strategies and to identify issues of mutual concern.	**Responsibility** Alberta Learning FN&MA Other Education Stakeholders Business/Industry
The Advisory Board would meet quarterly to discuss issues related to the *First Nations, Métis and Inuit Education Policy Framework*, and provide recommendations for consideration by the Minister. Alberta Learning would provide secretariat support.		

1.42	Host an annual provincial conference or symposium of education stakeholders focused on First Nations, Métis and Inuit learner success and employment preparation.	**Responsibility** Alberta Learning Other Education Stakeholders Federal Government Business
Alberta Learning's Aboriginal Policy Branch, Aboriginal Services Branch, System Improvement & Reporting Division, and Apprenticeship and Industry Training Division would plan and host the conference or symposium.		

1.43	Build upon the information gathered through the Native Education Policy Review and the Special Education Review Committee Report by examining and making recommendations to address specific issues associated with the delivery of special education programs and services for First Nations, Métis and Inuit learners.	**Responsibility** Alberta Learning ASBA FN&MA CASS ATA
Special education is an area of concern for First Nations and Métis authorities and parents. A comprehensive review of special education issues related to First Nations, Métis and Inuit learners is recommended because of the complexity and the breadth of issues identified by parents and First Nations and Métis contractors. Some issues of concern include parental understanding of consent and appeal procedures for student testing and program assignment, culturally sensitive testing instruments, special education program assignment criteria, over-representation of Aboriginal learners in special education programs, student transfers to First Nations schools during a school year, lack of student transfers back to regular programs, accountability for learner success, communication with parents, and availability of parent advocate services.		

Accessibility

Strategy 1.5 Increase First Nations, Métis and Inuit learner access to post-secondary and other adult training opportunities and support services.

1.51	Develop a federal-provincial initiative to enhance the ability of post-secondary institutions to undertake community-based (e.g., urban, rural or local) activities that can lead to greater numbers of First Nations, Métis and Inuit learners participating in, and successfully completing, post-secondary programs of studies.	**Responsibility** Alberta Learning Post-Secondary Institution Education Officials Aboriginal Student Associations FNAHEC *Funding:* Alberta Learning INAC
Collaborative initiatives could be undertaken to ensure that First Nations, Métis and Inuit learners have access to a full range of support services and programs. Successful Alberta community-based programs (e.g., University of Alberta Morningstar Teacher Education Program 1975-1982) require full support, resources and collaboration. Alberta Learning would provide funding to facilitate reporting on First Nations, Métis and Inuit learner success.		

Affordability

Strategy 1.6 Ensure financial need is not a barrier to First Nations, Métis and Inuit learner participation.

1.61	Develop and provide funding for a community-based First Nations, Métis and Inuit Teacher Bursary program that supports First Nations, Métis and Inuit learners returning to teach in their communities.	**Responsibility** ASBA Alberta Learning ATA CASS
During the 1960s, school boards provided bursary support to individual students attending Alberta universities on the condition that they return to the board to teach for a specified time period. Northern boards are currently experiencing increased challenges in hiring and retaining teachers.		

1.62	Work with First Nations, Métis and Inuit authorities, industry and community stakeholders to increase the number and variety of scholarships and bursaries available to Aboriginal learners.	**Responsibility** Alberta Learning Industry
Up-to-date print and web site information would be made available to high school and post-secondary learners and career counselors.		

Goal 2 Excellence in Learner Achievement.

Programs and Services

Strategy 2.1 Increase the attendance, retention and graduation rates of First Nations, Métis and Inuit learners attending provincial schools.

2.11	Change the *Native Education Project* to a core-funded *First Nations, Métis and Inuit Education Program* with a substantial increase in provincial funding: • Develop culturally and linguistically relevant learning support services and programs as recommended by a local First Nations, Métis or Inuit Parent Advisory Council to school boards (e.g., mentoring, counseling, Native liaison worker support, and tutoring). • Fund on a per-student declaration basis (similar to ESL) in order to support programs that parents/guardians could select when registering their children for the school year. • Increase collaboration among Alberta Learning, First Nations, Métis, Inuit education authorities, and K-12 education stakeholders to establish and monitor program criteria, standards and accountability processes. • Develop outcome measures for each program. (Alberta Learning would be responsible for full reporting/evaluation.)	**Responsibility** *Programming:* Alberta Learning ASBA FN&MA CASS *Funding:* Alberta Learning ASBA ASBOA *Program Criteria and Standards:* Alberta Learning ASBA FN&MA Other Education Stakeholders

Funding would be provided in a similar manner to the Alberta Initiative for School Improvement. School jurisdictions would submit a funding proposal in which accountability for improved outcomes would be key. A funding requirement would be parent and/or community involvement. Development of reporting mechanisms and mandatory planning/accountability measures would be required for the jurisdiction's business plan. Aboriginal Services Branch would provide leadership, coordination, accountability, and reporting services for the funds.

Total provincial funding for the First Nations, Métis and Inuit Education Program could equal one-quarter the basic grant rate times the total number of self-declared students of First Nations, Métis and Inuit ancestry. Program guidelines would require establishment of an Aboriginal Parent Advisory Council to the local school board. Parents would be made aware of this Advisory Council and school councils in their school jurisdiction.

2.12	Work with parents, the community and other stakeholders (e.g., Alberta Children's Services) to ensure that First Nations, Métis or Inuit students have their essential needs met (e.g., nutrition, transportation, recreation, universal daycare, etc.).	**Responsibility** Parents Alberta Learning Alberta Children's Services ASBA Alberta Infrastructure AHSCA FN&MA *Funding:* Alberta Children's Services INAC Alberta Learning
Many Aboriginal students have long commutes to school and some students come to school hungry. Intergovernmental and community leadership, collaboration and trust could lead to the development of a facility that delivers needed services (during and after school hours) in a proactive and responsive manner. Early intervention programs that successfully address parental and learner needs are an essential prerequisite to future learner success.		

2.13	Provide support and resources when agreement is reached between stakeholders to designate a school as a community service center to meet community specific needs (e.g., hot lunches, family literacy, access to information, recreation).	**Responsibility** Alberta Learning Alberta Children's Services ASBA Alberta Infrastructure
Many rural and inner-city families and communities view the school as their trusted community center. Alberta Learning and education stakeholders could review and re-establish an Alberta community school model to deliver integrated services throughout the year.		

Support for Teachers/Instructors and Other School/Institution Personnel

Strategy 2.2 Increase the number of First Nations, Métis and Inuit teachers and school/institution personnel.

2.21 Facilitate, establish, fund and support Native Teacher Education Programs in collaboration with First Nations, Métis and Inuit communities/institutions and provincial universities and colleges. • Develop a provincial strategy and monitoring plan to ensure an adequate supply of First Nations, Métis and Inuit first and second language teachers is available to meet increasing demand.	**Responsibility** *Program:* Post-Secondary Institution Presidents and Board of Governors FN&MA FNAHEC ASBA ATA *Funding:* Alberta Learning INAC First Nations

There is a need to prepare, employ and retain greater numbers of Aboriginal teachers throughout the education system. School boards expressed a commitment to hire Aboriginal teachers but few candidates are available.

Currently, a variety of Western Canadian Native Teacher Education programs (e.g., BUNTEP, PENT, ITEP, NORTEP, SUNTEP) successfully graduate teachers who meet provincial standards and have achieved a basic understanding of indigenous worldviews, treaty rights, languages, cultures and protocols. Most of these programs are based on Aboriginal community support, leadership and cooperation between Aboriginal authorities/colleges and a provincial university.

In 2000/2001, Alberta school districts that received Native Education Project funds reported a total of 28,051 Aboriginal students (approximate total of all Alberta students is 585,000). The number of teachers requesting Alberta certification in 1998/1999 was 1,984 (total number of teachers was 36,333). The 1996 Canada Census indicates that 6% of the Alberta population is of Aboriginal ancestry, and predicts that the Aboriginal population will account for about 8% of the Alberta population in 2011. The Aboriginal birthrate in Canada is estimated to be twice the non-Aboriginal birthrate.

2.22 Introduce a standardized program and credential for individuals wishing to become Native Liaison Workers.	**Responsibility** *Native Liaison Worker:* ASBA FNAHEC Colleges FN&MA Alberta Learning *Funding:* Alberta Learning ASBA	**Responsibility** *Teacher Education:* ASBA Universities FN&MA *Funding:* Alberta Learning First Nations
Several options for the delivery and accreditation of a Native Liaison Worker program exists. A program could be accredited as a private vocational program delivered by First Nations or Métis post-secondary institutions. Stakeholders could work to establish a clear set of conditions for employment of Native Liaison Workers (e.g., organizational reporting structure, job responsibilities, professional development, salary and benefits). The program could also be designed with an option for transfer into a post-secondary degree program (e.g., education or social work). Stakeholders could share best practices on how local First Nations and Métis communities are involved in the development of Native Liaison Worker job descriptions, advertising and selection procedures.		

2.23 Review the status of Aboriginal language instructors and Native Liaison Workers vis-à-vis other staff in terms of certification, employment status, salary and job function.	**Responsibility** Alberta Learning ASBA ATA FN&MA
Aboriginal language instructors and Native Liaison Workers provide specialized and valued services to learners, parents, school district staff and community agencies. They play an essential role in improving learner success by creating linkages among the home, the school and the community. Important employment issues could be addressed in order to retain and support these key personnel. Since Native Liaison Workers do not have a collective provincial voice, Alberta Learning and education stakeholders could initiate a review of various concerns. The review could include an analysis of how Alberta school districts, other provincial jurisdictions in Canada, the USA, New Zealand and Australia determine certification and employment compensation, professional development, tenure and benefits for Aboriginal language instructors and Native Liaison Workers.	

Strategy 2.3 Increase awareness, knowledge and understanding of First Nations, Métis and Inuit history, lands, rights, languages, cultures, and contemporary perspectives on governance, education, science, wellness and other issues.

2.31	Conduct a survey of all teachers, professors and other school/institution personnel to determine their formal and informal level of preparation and understanding of First Nations, Métis or Inuit history, treaty and Aboriginal rights, indigenous knowledge, cultures, and languages.	**Responsibility** ATA Post-Secondary Institution Faculty Associations ASBA Post-Secondary Institution Board of Governors Alberta Learning
The survey could: (1) identify needed support services or opportunities for professional growth in Aboriginal education areas, (2) establish a contact list of staff who speak an Aboriginal language and/or who have linkages with education leaders and other members of First Nations, Métis or Inuit communities, and (3) estimate the representation of First Nations, Métis and Inuit teachers, instructors and other personnel at the school, institution or provincial level.		

2.32	Develop First Nations, Métis and Inuit cross-cultural orientation programs for post-secondary institution board members, school board trustees and school council members.	**Responsibility** ASBA and Post-Secondary Institution Authorities FN&MA AHSCA Alberta Learning
The purpose would be to increase the number of learning opportunities that include cultural immersion and teaching in a traditional setting, seminars/workshops, and distant learning experiences.		

Strategy 2.4 Facilitate the continuous development and delivery of First Nations, Métis and Inuit courses and professional development opportunities for aspiring and existing administrators, teachers/instructors and school/institution personnel.

2.41	Develop and incorporate cultural diversity courses to provide a basic understanding of First Nations, Métis and Inuit history, treaty and Aboriginal rights, indigenous knowledge, cultures, and languages as a: • Basic course requirement within Alberta Bachelor of Education programs. • Future requirement for teachers from other jurisdictions seeking an Alberta Teacher Certification (to be met within a specified time period).	**Responsibility** Post-Secondary Institutions ASBA ATA FN&MA Alberta Learning
A similar mandatory course requirement (with relevant content) could be applied to other program disciplines including nursing, social work, law, etc. Content regarding history, languages, cultures, protocol, racism, indigenous worldview and cross-cultural communication could be included. Demographic trends predict that by 2011, 8% of Alberta's population will be Aboriginal and 22% will be foreign-born. Teachers and administrators will require special cultural diversity preparations and support services to accommodate the special cultural and linguistic needs of learners and parents. Other education jurisdictions such as the State of Alaska have developed legislative and regulatory requirements that prepare and support teachers to address diverse cultural needs.		

2.42	Foster and support secondment opportunities or teacher exchanges between First Nations authorities, Alberta Learning and school jurisdictions.	**Responsibility** Alberta Learning First Nations Authorities ASBA CASS ATA
First Nations teachers and other school personnel living on reserve property but working in a provincial school jurisdiction would prefer to be paid under a secondment arrangement in order to take advantage of their treaty right to tax exemption status.		

2.43	Support the development and provision of courses and professional development opportunities for school and district staff, teachers, administrators and support personnel focused on meeting the needs of First Nations, Métis and Inuit learners.	**Responsibility** ASBA ATA FN&MA *Funding:* Alberta Learning
Programs would develop understanding, appreciation and respect for First Nations, Métis and Inuit history, rights, cultures, spirituality and languages.		

Measuring Success

Strategy 2.5 Improve mechanisms to measure First Nations, Métis and Inuit learner success.

2.51	Develop a standard procedure allowing for the voluntary self-declaration of First Nations, Métis and Inuit ancestry when the student is registering for the school year or is accepted into a post-secondary institution.	**Responsibility** Alberta Learning FN&MA AAAND ASBA Post-Secondary Institution Education Officials
The reporting of Aboriginal learner success by schools, post-secondary institutions, or the province requires extensive dialogue with First Nations, Métis and Inuit authorities, learners, parents and education stakeholders. Accountability and performance measures, developed in consultation with stakeholders, are required to address issues associated with the reporting of learner success. Short-term and long-term measures will be needed. Other jurisdictions in Canada, the USA, New Zealand, and Australia have developed learner success reporting models that could be examined and studied. *Freedom of Information and Privacy Act* requirements would guide public reporting procedures and access to information.		

2.52	Collaborate and consult with First Nations, Métis and Inuit authorities to develop mechanisms to monitor and report on aggregate school district, post-secondary institution, and provincial First Nations, Métis and Inuit learner success.	**Responsibility** Alberta Learning FN&MA ASBA Post-Secondary Institution Authorities
School boards and post-secondary institutions require accurate annual Aboriginal learner success data in order to develop specific policies, approve special plans and programs, and measure system effectiveness. Aboriginal governance authorities require similar information in order to provide supplemental support services and advocacy services to their people.		

2.53	Research, evaluate, develop, monitor and fund innovative models to define and measure First Nations, Métis and Inuit learner achievement and success.	**Responsibility** Alberta Learning FN&MA ASBA Universities Professional Associations
Development of a comprehensive/holistic model(s) to report on First Nations, Métis and Inuit learner success requires joint research, extensive community consultations, and general public understanding. Provincial funding could support innovative research projects that involve key stakeholders. Work in the K-12 area could be supported through the Alberta Initiative for School Improvement.		

Research

Strategy 2.6 Improve the assessment of First Nations, Métis and Inuit learner achievement.

2.61	Improve the ability of Alberta Learning and First Nations, Métis and Inuit communities to conduct longitudinal research and planning focused on the learner.	**Responsibility** Alberta Learning FN&MA Post-Secondary Institutions
The primary source of First Nations, Métis and Inuit learner success is currently Canada Census data. Governance authorities expressed a need to develop their own longitudinal learner success data in order to measure program successes and resource needs.		

2.62 Research and publish a yearly handbook on Alberta First Nations, Métis and Inuit Best Education Practices.	**Responsibility** Alberta First Nations, Métis and Inuit Learning Resource Council Alberta Learning Other Education Stakeholders
The handbook would identify effective school models, teaching methodologies, and/or other activities (e.g., after-school recreation programs) that have led to increased learner attendance and achievement, parental involvement, and raised awareness and understanding by Albertans.	

2.63 Fund a provincial research project to identify the factors that enhance the ability of First Nations, Métis and Inuit students to complete high school within six years of entering grade nine.	**Responsibility** ASBA Alberta First Nations, Métis and Inuit Learning Resource Council Alberta Learning FN&MA

Goal 3 Learners are Well-Prepared for Participation in Post-Secondary Studies and the Labour Market.

Learner Preparation

Strategy 3.1 Increase literacy opportunities for First Nations, Métis and Inuit children and adults.

3.11	Expand literacy initiatives designed and delivered at the community level (e.g., basic, family, workplace and other literacy models) in collaboration with parents and education stakeholders.	**Responsibility** Alberta Learning FN&MA AAAL Alberta Children's Services INAC (Aboriginal Head Start) Post-Secondary Institutions School Jurisdictions Parent Associations Employer/Industry Associations *Funding:* Alberta Learning Heritage Canada
Literacy is one of the key elements to learner success. Additional resources are required to maximize literacy opportunities and benefits for First Nations, Métis and Inuit individuals, families and communities. For example, there is an early literacy grades 1 to 3 program that has a scheduled expiry. That program could be put in the basic instruction grant. There is also widespread support for the Student Health Initiative, ECS and Aboriginal Head Start type programming. Coordination is required to build some synergy with current programs. There is a need to build responsibility for adult literacy into the mandate of post-secondary institutions, and for funding.		

3.12	Support and increase funding for ongoing First Nations, Métis and Inuit literacy research activities.	**Responsibility** AAAL FN&MA Alberta Learning Alberta Children's Services Universities INAC (Aboriginal Head Start) *Funding:* Alberta Learning Heritage Canada
Activities to foster and support the development of First Nations, Métis and Inuit literacy resources that meet the needs of families and learners could be undertaken. Aboriginal parent and learners require a substantially increased number of pre-school and school learning resources that fully incorporate their languages, cultures, families and communities.		

Academic Transition Support

Strategy 3.2 Support arrangements to increase First Nations, Métis and Inuit learner enrolment in post-secondary programs of study.

3.21	Develop complementary program protocols that support prior learning assessment, portability and credit transfer arrangements.	**Responsibility** Alberta Council on Admissions and Transfers FNAHEC Alberta Learning Post-Secondary Institution Education Officials
A process could be developed to encourage collaboration between the province and First Nations post-secondary education stakeholders.		

3.22 Increase access and supports for bridging programs to enable smooth transitions between high school, college and university.	**Responsibility** Alberta Learning ASBA FN&MA Post-Secondary Institution Education Officials – also Prior Learning Assessment Coordinators First Nations, Métis and Inuit Education Officials Business/Industry Associations
Increased opportunities for First Nations, Métis and Inuit learners could be made available in: (a) articulation agreements between high schools and post-secondary institutions, (b) pre-apprenticeship, pre-employment, and vocational training, (c) academic upgrading, (d) enrolment in the Registered Apprenticeship Program, and (e) prior learning assessment.	

3.23 Encourage collaboration between post-secondary institutions and First Nations, Métis and Inuit communities concerning Aboriginal student recruitment strategies.	**Responsibility** Post-Secondary Institution Education Officials First Nations and Métis Post-Secondary Institutions Alberta Learning
Provincial post-secondary officials and First Nations post-secondary institutions could share program information, support services information, institutional successes and recruitment strategies on an annual basis. This activity, conducted in the spirit of Campus Alberta, would be of benefit to First Nations, Métis and Inuit learners and communities.	

Employment Transition Support

Strategy 3.3 Increase the linkages between education and employment for First Nations, Métis and Inuit learners.

3.31 Promote and encourage the ministry, school jurisdictions and post-secondary institutions to recruit and retain First Nations, Métis and Inuit employees throughout their workforce.	**Responsibility** Alberta Learning Post-Secondary Institution Officials ASBA Personnel Administration Office Alberta Union of Public Employees ATA CASS
Aboriginal employee recruitment is needed at all levels from support staff (e.g., counselors, teacher aides, special education personnel, elders) to teachers/professors, and school/university and college senior administrators. Specialized recruitment and retention strategies, and full involvement of local Aboriginal communities is needed. The tax disincentive issue for First Nations teachers working off-reserve needs to be resolved to ease one of the current barriers to recruitment.	

3.32 Promote and increase First Nations, Métis and Inuit access to apprenticeship opportunities.	**Responsibility** Alberta Learning First Nations, Métis and Inuit Education and Training Authorities AHRE Other Provincial and Federal Government Departments Employer Associations Industry ASBA
Current Alberta Learning initiatives involving First Nations, Métis and Inuit authorities have proven to be successful. Success is due in part to ministry leadership and commitment, and Aboriginal community and industry representation and support. Further resources and support would accelerate learner access and success.	

3.33	Increase the number of opportunities for First Nations, Métis and Inuit learners to take co-operative placements, work experience, internship and practicum opportunities at the high school and post-secondary level through coordination with Alberta Human Resources & Employment and other public and private sector stakeholders.	**Responsibility** Post-Secondary Institutions ASBA FNAHEC and Métis Post-Secondary Officials Careers: The Next Generation *Funding:* Business and Industry Alberta Learning AHRE

3.34	Encourage post-secondary institutions to develop linkages with employers in local communities to assist post-secondary graduates to bridge successfully back into their home communities.	**Responsibility** FN&MA Post-Secondary Institutions AHRE
Community and employer-initiated programs that address community needs and receive full support and optimal resources would be highly successful in improving graduation success and employment retention.		

3.35	Encourage joint community and labour market planning to identify local employment or entrepreneurial opportunities for post-secondary graduates.	**Responsibility** FN&MA AHRE Alberta Learning (Policy Research) Alberta Economic Development HRDC (Community Futures) Careers: The Next Generation
First Nations, Métis and Inuit community support is important throughout the process of post-secondary program development, delivery and graduate placement/employment.		

Information Provision

Strategy 3.4 Work with stakeholders to provide relevant career and labour market information resources and services to First Nations, Métis and Inuit learners, parents and communities.

3.41	Develop an improved and ongoing provincial communication strategy to improve First Nations, Métis and Inuit learner and parent access to, and awareness of, relevant career and labour market information. • Provide Aboriginal learners with user-friendly information and assistance in understanding and applying for student financial assistance (e.g., loans, scholarships and bursaries).	**Responsibility** Alberta Learning AHRE HRDC INAC FN&MA
Stakeholders could collaborate to provide information through various mediums (e.g., Internet website access, 1-800 hotline, CD-ROMs, ACCESS television productions, First Nations, Métis and Inuit publications, videotapes, etc.). Alberta Learning could facilitate a coordinated approach, involving the federal government and industry, to establish, catalogue, and promote bursary and scholarship opportunities. Education and career counselors could be utilized to ensure effective distribution of information.		

3.42	Improve the distribution of department and other related agency information (e.g. the Alberta Council on Admissions and Transfers) to Aboriginal post-secondary institutions.	**Responsibility** Alberta Learning First Nations and Métis Post-Secondary Education Officials

3.43	Identify, publish and promote "Industry Best Practices" regarding employment and retention of First Nations, Métis and Inuit people in Alberta.	**Responsibility** AHRE INAC (Aboriginal Workforce Participation Initiative) Careers: The Next Generation Alberta Learning

Goal 4 Effective Working Relationships.

Governance/Negotiating Agreements

Strategy 4.1 Establish mechanisms to increase First Nations, Métis and Inuit participation in policy development, decision-making, accountability and issue resolution (e.g., increase collaboration and consultation).

4.11	Establish several Minister's Tables on Education. Each Table would allow the Minister of Learning to meet separately with First Nations, Métis and Inuit leaders once a year on a Government-to-Government basis.	**Responsibility** FN&MA Alberta Learning AAAND
Separate meetings between the Minister of Learning and First Nations and Métis elected officials could be arranged. Such meetings could follow a similar format to that of the Chiefs Summit Process. Alberta Learning could resource the meetings. Government policy, protocol and communications would be among the initial topics to be discussed.		

4.12	Establish a process for decision-making and issue resolution among provincial, federal, First Nations and Métis Authorities, particularly pertaining to tuition agreements and other bilateral or tripartite agreements.	**Responsibility** Alberta Learning First Nations Authorities INAC ASBA/ASBOA Other Education Stakeholders Other Federal Government Departments
First Nations' concerns regarding programming and services could be addressed through negotiated tuition agreements that contain auditing and review/monitoring provisions. Reporting of learner success and resource allocation could also be addressed through these agreements. The decision-making and issue resolution process would ensure that individual learners or parents are not directly affected or disadvantaged because of jurisdiction disputes.		

4.13	Undertake the following activities toward identifying and implementing policy, legislation or regulation changes that enable greater governance and decision-making by First Nations, Métis and Inuit parents/individuals: • Co-host a provincial symposium on governance and decision-making with First Nations, Métis and Inuit organizations, K-12 School Board Chairs and Superintendents, Post-secondary Board Chairs, and Presidents. • Conduct research with First Nations, Métis and Inuit communities on effective governance practices and school governance models.	**Responsibility** Alberta Learning FN&MA Post-Secondary Institution Board Governors ASBA Other Education Stakeholders
A symposium topic could be the creation of enabling legislation/regulations to provide First Nations, Métis and Inuit people with greater decision-making and responsibility at the governance level. Other topics might be First Nations or Métis board governance in urban areas, or *School Act* amendments for fair representation (elections/appointments) on the School District Board of Trustees.		

4.14	Recognize, support and reward the affiliations and other education/training related agreements between First Nations, Métis or Inuit institutions/organizations, public post-secondary institutions and school jurisdictions.	**Responsibility** Post-Secondary Education Institution Officials First Nations and Métis Post-Secondary Institutions Alberta Learning Federal Government
Post-secondary institutions would like to work more closely with First Nations and Métis communities to develop new educational opportunities but are hampered by a lack of resources.		

Capacity Building and Sharing

Strategy 4.2 Build working relationships that contribute to quality learning opportunities for First Nations, Métis and Inuit learners (e.g., build relationship to support a First Nations, Métis and Inuit Learning Resource Council).

4.21 Support the establishment of a provincial initiative, which supports all stakeholders with an interest in First Nations, Métis and Inuit education, to develop, lever and nurture diverse and innovative education opportunities.	**Responsibility** Alberta Learning Federal Government FN&MA School District and Post-Secondary Institution Authorities Foundations Business/Industry
The effectiveness of this initiative would be enhanced with a yearly funding commitment, allowing the ministry to lever matching funds or in-kind contributions from other stakeholders.	

4.22 Support the establishment and funding of an Alberta First Nations, Métis and Inuit Learning Resource Council to: • Coordinate cross-cultural in-service resources. • Provide learner, teacher, administrator, liaison worker, parent conferences and in-services. • Facilitate research projects. • Provide web-site information on Aboriginal education programs, funding sources (e.g., scholarships, bursaries, loans), Aboriginal businesses, Aboriginal support groups (e.g., healing centres, crisis lines), conferences, celebrations, partner organizations, and other world indigenous education issues. • Facilitate the development of in-depth, intensive cross-cultural education programs and provincial resource centers. • Encourage and support inclusion of First Nations, Métis and Inuit culture into school activities and functions.	**Responsibility** Alberta Learning Federal Government FN&MA K-12 and Post-Secondary Institution Education Authorities FNAHEC ATA *Funding (operations):* Alberta Learning Federal Government *Funding (in-servicing, research and programs):* Federal Government Provincial Government Industry

4.22 (Continued)

- Develop cross-cultural in-service programs that include core Alberta First Nations, Métis and Inuit content and provide a community-based information resource for local application.
- Develop Alberta First Nations, Métis and Inuit community public consultation models and resources.
- Establish and maintain a cross-cultural consultant/facilitator information databank.
- Maintain linkages to indigenous and provincial K-12 resource consortia/organizations.

The Council could be established at arms length from government. Core operations and some research could be shared between the federal and provincial governments with cross-cultural in-servicing and other services provided on a cost-recovery basis.

The one window Learning Resource Council would develop tools in collaboration with First Nations, Métis and Inuit organizations to strengthen the internal capacities of Alberta Learning staff, education providers and professional associations. Alberta Learning staff, other provincial department personnel, or individuals from partner organizations could be seconded to the Council. At least 50% of the Council board membership would be of First Nations, Métis or Inuit ancestry. A fixed annual research budget could enhance K-12 First Nations, Métis and Inuit Education research that could be shared at annual conferences or identified in a best practices publication.

4.23 Establish criteria for the designation and/or recognition of independent First Nations, Métis and Inuit controlled post-secondary institutions.

Responsibility

Alberta Learning

First Nations and Métis Governance Authorities

First Nations Accreditation Board

Private Colleges Accreditation Board

Alberta Learning's recognition of First Nations, Métis and Inuit post-secondary institutions may alleviate First Nations concerns about the post-performance bond requirement. First Nations post-secondary institutional authorities could also receive regular information concerning recognition processes (e.g., accreditation, licensing and certification, program approval, degree granting, etc.).

4.24	Support and encourage opportunities for First Nations, Métis and Inuit post-secondary student groups to meet on a yearly basis to build leadership capacity.	**Responsibility** Aboriginal Student Association Presidents Post-Secondary Institutions FNAHEC Alberta Learning Business/Industry
Stakeholders could provide sponsorship for students to attend annual meetings.		

Clarifying Roles, Responsibilities and Accountabilities

Strategy 4.3 Identify and reduce barriers to First Nations, Métis and Inuit learner success.

4.31	Facilitate ongoing meetings of western provincial/territorial education ministry officials and key First Nations, Métis and Inuit education leaders.	**Responsibility** Alberta Learning Education Directors of British Columbia, Alberta, Northwest Territories, Yukon, Saskatchewan, and Manitoba First Nations and Métis Education Officials
Annual meetings of directors of Aboriginal education would provide an opportunity to share success/challenges, and discuss areas for cooperation. The format and procedures of the meetings would require further study and may set the groundwork for subsequent meetings of senior officials.		

4.32	Host regular meetings with provincial, federal, First Nations, Métis and Inuit representative to discuss issues of mutual concern: • Program eligibility, duplications or gaps in services. • A biennial comprehensive review of K-12 and post-secondary education programs, student finance policies, funding rate schedules and accountability criteria. • Fair and reasonable sharing of costs and accountability associated with special education initiatives. • First Nations, Métis or Inuit post-secondary institution core operations, program funding, and infrastructure costs.	**Responsibility** Alberta Learning Federal Government FN&MA INAC ASBA/ASBOA Other Education Stakeholders Provincial Auditor General's Office Other Provincial and Federal Government Departments
The biennial comprehensive review would deal with issues regarding funding for First Nations and Métis learners enrolled in K-12 provincial schools and post-secondary programs. K-12 tuition agreements and student financial support for post-secondary studies could be a focus. A provincial tuition agreement template could be developed to accommodate local services/program needs and provide protocols for reporting on annual and longitudinal data such as learner attendance, graduation, suspensions and withdrawal, learner transfers during the school year, and special education participation could also be a focus. A process could be established to ensure that First Nations, Métis and Inuit students receive the full benefit of services or targeted funding (e.g., the Student Health Initiative).		

Goal 5 Highly Responsive and Responsible Ministry.

Reporting Progress

Strategy 5.1 Enhance performance measurement, performance assessment and results reporting.

5.11 Facilitate and resource a three-year business plan requirement for the ministry, school jurisdictions and post-secondary institution jurisdictions to plan, implement, evaluate and publicly report on strategies to improve First Nations, Métis and Inuit learner outcomes. Reporting would include: • Annual reporting on aggregate First Nations, Métis and Inuit learner participation and achievement results. • Annual reporting of First Nations, Métis and Inuit parent participation at the classroom, school, and school district levels. • An identification of consultations with local and/or provincial First Nations, Métis and Inuit Authorities. • Annual summary of initiatives, best practices, support services, areas of improvement, etc. • Identification and evaluation of communication practices with parents of First Nations, Métis and Inuit learners.	**Responsibility** Alberta Learning K-12 and Post-Secondary Institution Education Authorities First Nations, Métis and Inuit Education Advisory Board Post-Secondary Aboriginal Student Associations
Institutional or board initiatives, or strategies designed to improve learner success, would include an Aboriginal dimension and a specified outcome that could be measured and publicly reported. An expectation to report on consultations with local/provincial First Nations, Métis and Inuit authorities would be a requirement within the business planning cycle. Based upon school district and post-secondary institution reporting, Alberta Learning would prepare an annual provincial report summarizing First Nations, Métis and Inuit learner participation and achievement results in ECS to Grade 12, apprenticeship programs, and other post-secondary opportunities. No individual learner or classroom results would be reported.	

Organizational Capacity

Strategy 5.2 Improve ministry coordination and capacity to respond effectively to opportunities and challenges associated with issues of importance to First Nations, Métis and Inuit people.

5.21 Establish an Aboriginal Relations Directorate within the Information and Strategic Services Division that would be responsible for the following activities: • Coordination of ministry responses to cross-government or cross-department Aboriginal issues. Representation on cross-government or cross-department committees. • Communication of issues to Executive Team and senior management. • Negotiations with the federal government, and collaboration with other ministries. • Chairing an inter-divisional Aboriginal Issues and Initiatives Committee. • Providing the Department of Alberta Aboriginal Affairs and Northern Development with reports on core measures – Aboriginal cross-government initiative. • Facilitation, participation in, and negotiation of agreements (e.g., Métis Framework Agreement).	**Responsibility** Alberta Learning FN&MA AAAND
A goal would be to increase the ministry's capacity to engage First Nations and Métis Authorities, provincial departments, other provincial jurisdictions, the federal government, and education stakeholders in collaborative initiatives.	

5.22 Review the level of staffing required in the Aboriginal Services Branch to effectively coordinate the implementation and monitoring of Native Education Projects, and new K-12 initiatives approved as a result of this Review.	**Responsibility** Alberta Learning ASBA CASS
An increase in Native Education Project funding would necessitate additional administrative resources to monitor the increased number of projects and provide information to school authorities. The expectation is that school authorities would continue to provide ongoing information to parents and communities.	

5.23	Develop a ministry Aboriginal Human Resource Development Plan with an emphasis on increasing staff capacity to work with First Nations and Métis communities in their language and using appropriate cultural protocols.	**Responsibility** Alberta Learning First Nations, Métis and Inuit Education Advisory Board
The Human Resources Branch with support from the Aboriginal Policy Branch and the Aboriginal Services Branch could coordinate recruitment of First Nations, Métis and Inuit staff. Job descriptions for positions requiring close interaction with Aboriginal communities would include related Aboriginal language proficiency as a requirement. An understanding of a community's culture, leadership, role of elders and protocols would be desirable. This plan would include operational support services that would support employee retention and would provide recommendations to change department operational procedures to accommodate the cultural or linguistic needs of employees or clients.		

Communication Practices

Strategy 5.3 Improve communication practices with First Nations, Métis and Inuit communities and organizations

5.31	Ensure consistency across Alberta Learning divisions concerning communication practices with First Nations, Métis and Inuit communities and organizations.	**Responsibility** Alberta Learning First Nations, Métis and Inuit Education Advisory Board

5.32	Develop a communication plan to ensure that the final report and decisions related to the Review are communicated to First Nations, Métis and Inuit participants, the Native Education Policy Review Advisory Committee, and other Albertans.	**Responsibility** Alberta Learning
The development of the communication plan would require collaboration among education stakeholders and Alberta Learning's Communications Branch, Aboriginal Policy Branch, and Aboriginal Services Branch.		

Raising Staff Awareness and Understanding

Strategy 5.4 Improve ministry awareness and understanding of First Nations, Métis and Inuit history, lands, rights, language and cultures.

5.41	Provide programs and resources to increase staff awareness and understanding of Aboriginal issues (e.g., expert speakers, sponsorship to attend Aboriginal conferences, and support for cultural events).	**Responsibility** Alberta Learning First Nations, Métis and Inuit Education Advisory Board

5.42	Facilitate and support the development of ongoing projects that profile and honour First Nations, Métis and Inuit worldviews. Sponsored activities could include: • World Indigenous Peoples Conference on Education. • National Aboriginal Day. • Special Treaty days.	**Responsibility** AAAND Alberta Learning FN&MA Other Education Stakeholders
A social marketing strategy would be required. Mainstream and Aboriginal media (newspapers, television, radio) could be engaged on an ongoing basis. Activities could be structured around special events such as the 2002 World Indigenous Congress or Alberta's centenary in 2005.		

The Native Education Policy Review Advisory Committee's Recommended Priority Actions

Of the 60 plus recommended strategies, the Native Education Policy Review Advisory Committee identified five as priorities – key to the department's success in meeting the outcomes of this Review. The Advisory Committee stressed the importance of implementing each priority action as soon as possible with the involvement of key education stakeholders.

The lead for each of the strategies varies. Undertaking any of the following actions will require the development of a mechanism to identify appropriate roles and responsibilities for the ministry and various stakeholders in helping First Nations, Métis and Inuit learners achieve their education goals.

Strategy 1.5 Increase First Nations, Métis and Inuit learner access to post-secondary and other adult training opportunities and support services.

Advisory Committee Recommended Priority Action	
1.51	Develop a federal-provincial initiative to enhance the ability of post-secondary institutions to undertake community-based (e.g., urban, rural or local) activities that can lead to greater numbers of First Nations, Métis and Inuit learners participating in, and successfully completing, post-secondary programs of studies.

Strategy 2.1 Increase the attendance, retention and graduation rates of First Nations, Métis and Inuit learners attending provincial schools.

Advisory Committee Recommended Priority Action

2.11 Change the *Native Education Project* to a core-funded *First Nations, Métis and Inuit Education Program* with a substantial increase in provincial funding:

- Develop culturally and linguistically relevant learning support services and programs as recommended by a local First Nations, Métis or Inuit Parent Advisory Council to school boards (e.g., mentoring, counseling, Native liaison worker support, and tutoring).
- Fund on a per-student declaration basis (similar to ESL) in order to support programs that parents/guardians could select when registering their children for the school year.
- Increase collaboration among Alberta Learning, First Nations, Métis, Inuit education authorities, and K-12 education stakeholders to establish and monitor program criteria, standards and accountability processes.
- Develop outcome measures for each program. (Alberta Learning would be responsible for full reporting/evaluation.)

Strategy 2.2 Increase the number of First Nations, Métis and Inuit teachers and school/institution personnel.

Advisory Committee Recommended Priority Action

2.21 Facilitate, establish, fund and support Native Teacher Education Programs in collaboration with First Nations, Métis and Inuit communities/institutions and provincial universities and colleges.

- Develop a provincial strategy and monitoring plan to ensure an adequate supply of First Nations, Métis and Inuit first and second language teachers is available to meet increasing demand.

Strategy 2.4 Facilitate the continuous development and delivery of First Nations, Métis and Inuit courses and professional development opportunities for aspiring and existing administrators, teachers and instructors, and school or institution personnel.

Advisory Committee Recommended Priority Action

2.41 Develop and incorporate cultural diversity courses to provide a basic understanding of First Nations, Métis and Inuit history, treaty and Aboriginal rights, indigenous knowledge, cultures, and languages as a:

- Basic course requirement within Alberta Bachelor of Education programs.
- Future requirement for teachers from other jurisdictions seeking an Alberta Teacher Certification (to be met within a specified time period).

Strategy 4.2 Build working relationships that will contribute to quality learning opportunities for First Nations, Métis and Inuit learners.

Advisory Committee Recommended Priority Action

4.22 Support the establishment and funding of an Alberta First Nations, Métis and Inuit Learning Resource Council to:

- Coordinate cross-cultural in-service resources.
- Provide learner, teacher, administrator, liaison worker, parent conferences and in-services.
- Facilitate research projects.
- Provide web-site information on Aboriginal education programs, funding sources (e.g., scholarships, bursaries, loans), Aboriginal businesses, Aboriginal support groups (e.g., healing centres, crisis lines), conferences, celebrations, partner organizations, and other world indigenous education issues.
- Facilitate the development of in-depth, intensive cross-cultural education programs and provincial resource centers.
- Encourage and support inclusion of First Nations, Métis and Inuit culture into school activities and functions.

Appendix E

Activities in Other Jurisdictions

Activities in Other Jurisdictions

Canada

In Canada, about 1.3 million people or 4% of the country's total population are of Aboriginal ancestry (1996 Canada Census).

Status Indians On-Reserve	371,400
Status Indians Off-Reserve	252,800
Non-Status Indians	422,600
Inuit	57,000
Métis	205,800
Total	1,309,600

Since the Aboriginal population is increasing at almost twice the Canadian average, the Aboriginal labour force is also increasing. The Aboriginal population grew by about 10% between 1991 and 1995, and is forecast to increase another 11% by 2001. Between 1991 and 2016, the Aboriginal population is expected to increase by 56%.

Indian and Northern Affairs Canada

Twelve federal departments and agencies including Indian and Northern Affairs Canada (INAC) offer programs for Aboriginal people in Canada. In 1999/2000, these departments and agencies provided approximately $6.5 billion in programs to Aboriginal people. In 1999/2000, INAC's total budget was $4.55 billion. About 21% of the total budget or $976 million was directed toward elementary/secondary education, and about 6% or $287 million was directed toward post-secondary education.

K-12 Education

The purpose of the **Elementary/Secondary Education Program** is to ensure that eligible Indians and Inuit have access to education programs that are relevant to First Nations and Inuit students, and comparable in scope and quality to those available in the public schools of the province in which the

reserve is located. In July 2000, there were 455 schools on-reserve (446 are under First Nation management and 9 are under federal government management). In addition to instructional services, the federal government also supports the construction of education facilities. According to INAC, the proportion of Registered Indian students enrolled in provincial/private schools dropped from about 48% in 1988/1999 to 39% in 1998/1999. In 1998/1999, 69,346 students attended a band-operated school while 43,781 attended provincial schools. Education levels for certain segments of the Aboriginal population are still below the Canadian average. In 1996, 31% of the Aboriginal on-reserve population, about one half the Canadian average, had a high school education.

In general, INAC's funding for instructional services for status Indians residing on-reserve includes (1) provision of instructional services in on-reserve schools, (2) costs for on-reserve students attending provincial schools, and (3) costs for student support services such as transportation, counseling, accommodation and financial aide.

Post-Secondary Education

The **Post-Secondary Student Support Program**, which includes the University College Entrance Preparation Program, assists First Nations students with the cost of tuition fees, books and travel, and provides living allowances where applicable. Support is also provided to post-secondary education institutions for the development and delivery of special programs. Between 1981 and 1996, the proportion of First Nations and Inuit people aged 20 to 29 years with a post-secondary degree or diploma improved from 19% to 23%. The number of Registered Indians and Inuit enrolled in post-secondary institutions almost doubled between 1988/1989 and 1998/1999, increasing from 15,572 to 27,026.

Education Reform

In 1998, education reform was introduced as part of *Gathering Strength – Canada's Aboriginal Action Plan.*

Consultations with the Chiefs' Committee on Education of the Assembly of First Nations in 1998 led to agreement on an allocation methodology and identification of four priority areas under which initiatives would be supported:

- Strengthen management and governance capacity.
- Improve the quality of classroom instruction.
- Increase parental and community involvement in education.
- Use the School-To-Work Transition for First Nation Youth.

In 1998/1999, $10 million supported the introduction of more than 200 initiatives by First Nations schools, education authorities, boards and regional organizations. Funds were increased to $26 million in 1999/2000 supporting more than 320 initiatives. These initiatives fell into eight broad themes:

- Special education.
- Language and culture.
- Information technology in First Nation schools.
- Parental and community development.
- Professional development and training.
- Student retention and achievement.
- Career development and the school to work transition.
- Building institutional and governance capacity.

As part of the education reform, the Alberta Region of INAC and First Nations in Alberta will undertake a comprehensive review of the framework for elementary/secondary education. The objective is to establish a new education framework and systems to improve the effectiveness and efficiency of the delivery of education programs. Recent discussions between the Alberta Region of INAC and First Nations in Alberta have resulted in the identification of the following areas for review:

- Advisory service requirements and processes.
- Identification of community needs.
- Student achievement issues and options to seek improvements.
- Integration of Gathering Strength - Education Reform into programs.
- Funding framework.
- Basic instructional requirements (e.g., teachers, aides, principals, specialists, paraprofessional, teaching and student materials and supplies).

- Special education.
- Language and cultural programs.
- School size (and grades taught) and location.
- Administration (e.g., directors, school committees, professional development).
- Student transportation.
- Provincial tuition agreements.
- Education reporting requirements, options and opportunities to simplify.
- Links with other programs and governments, including the provincial government's Native Education Policy Framework Review.
- Other education and training related activities.

On June 18, 1998, the *Mi'kmaq Education Act* received Royal Assent and became law. This legislation transfers federal government legislative and administrative jurisdiction for education to nine Nova Scotia First Nations, and enables the Mi'kmaq to develop education systems and institutions to preserve and respect the values and traditions of Mi'kmaq culture. The federal government is actively involved in negotiating similar arrangements across the country.

Also in June 1998, the Minister of Canadian Heritage announced $20 million over 4 years in new funding to preserve, protect and teach Aboriginal languages. Funding will be allocated to support First Nations/Indian languages, Inuktitut dialects and Michif, a language unique to the Métis. This initiative is managed and delivered by Aboriginal organizations, and complements existing school-based Aboriginal languages programs by focusing on Aboriginal language instruction directly in communities.

Other federal education-related developments include:

- Funds for the Aboriginal Head Start Program, designed to enhance Aboriginal child development and school readiness, was extended to First Nation communities with additional funding of $100 million over 4 years (or $25 million annually).
- The Indian and Inuit Health Careers Program has experienced steady growth since four bursaries were awarded in 1984/1985. In 1997/1998, 77

bursaries and 50 scholarships were awarded to support training and development in the health fields. In 2000/2001, 98 bursaries and 46 scholarships were awarded.

Human Resources Development Canada

Human Resources Development Canada's (HRDC) five-year Aboriginal Human Resources Development Strategy, which came into effect April 1, 1999, integrates various programming including the labour market programming, youth programs, programs for First Nation, Métis and Inuit people living in urban areas, programs for persons with disabilities, and child care. Under this strategy, the federal government has established a private sector Aboriginal Human Resources Development Council to address labour market challenges including labour market access issues. In 1999/2000, HRDC's programming budget for Aboriginal people was $332.4 million.

Other Federal Initiatives

On-reserve and urban Aboriginal youth benefit from a variety of federal youth employment programs primarily sponsored by HRDC, INAC, Industry Canada, and Canadian Heritage:

- The Aboriginal Youth Business Initiative is an on-going initiative of Aboriginal Business Canada and the Youth Entrepreneurs Micro-Credit Lending Program.
- The First Nations and Inuit Youth Employment Strategy provides workforce training and experience for approximately 17,000 young people annually.
- The Aboriginal Workforce Participation Initiative helps increase employment by working with employers on strategies to recruit, retain and promote Aboriginal people.
- A network of urban multipurpose Aboriginal youth centres in major cities across Western Canada is being developed.

Training is an integral part of the work underway for the creation of Nunavut. In 1997, the federal government entered into an agreement with the Government of the Northwest Territories to provide $11.9 million for training to

Inuit people to help them access employment opportunities generated by the creation of Nunavut in 1999.

The Cultural/Educational Centres Program provides financial assistance to First Nations, Tribal/District Councils and First Nation/Inuit non-profit corporations to preserve, develop, promote, and express their cultural heritage. The 1998/1999 budget of $8.2 million funded two national associations and 77 Indian/Inuit centres.

Provincial Jurisdictions

British Columbia

In British Columbia, education is funded and delivered through two separate ministries. British Columbia Advanced Education, Training and Technology is responsible for post-secondary education while British Columbia Education is responsible for Kindergarten to Grade 12 education. Both ministries have implemented specific initiatives to respond to the needs of First Nation, Métis and Inuit learners.

K-12 Education

British Columbia Education contributes to First Nation, Métis and Inuit education through school finance, the Aboriginal Education Program, and support for the ministry's Aboriginal Education Branch and Curriculum Branch.

The Aboriginal Education Branch is responsible for (1) ongoing communication with First Nation, Métis and Inuit education organizations, (2) research and data analysis, (3) policy development, and (4) implementation of Aboriginal culture and language programs in the classroom. The Branch also participates on the First Nations Education Steering Committee.

The Curriculum Branch is responsible for (1) ensuring that Aboriginal perspectives are included in all curricula, and (2) undertaking supporting activities such as reviewing resources for teachers and preserving First Peoples' languages and cultures through technology.

In 1999/2000, funding allocated under British Columbia's Aboriginal Education Program totaled $39.28 million. The funding supported a variety of activities including the delivery of Aboriginal language and culture programs by school districts, Aboriginal support service programs, and other initiatives with the written permission of the Aboriginal community served. Upon registration, parents can indicate their desire for their child/children to receive specific services such as those noted above. School districts are accountable to ensure that every funded student receives an enhanced program. In 1999/2000 over 43,000 students were funded to receive services, about $965 per student.

A Memorandum of Understanding was signed in February 1999 by, among others, Chief Nathan Matthew (Chiefs Action Committee), Honourable Paul Ramsey (Minister of British Columbia Education), Honourable Jane Stewart (Minister of INAC), and Kit Krieger (President of the British Columbia Teachers Federation), to work together to improve school success for Aboriginal learners in British Columbia. British Columbia Education indicated that one focus would be the use funding as a tool to improve Aboriginal learner success, and that the ministry would attempt to negotiate agreements with school boards and Aboriginal communities to link funding to student performance.

At the time, the Aboriginal Education Branch was asked to negotiate Improvement Agreements with up to 5 districts as a pilot project. The first Improvement Agreement was signed on June 28, 1999, by the Kamloops/Thompson First Nations Education Council, the Kamloops/Thompson School Board, and the Ministry of Education.

Advanced Education, Training and Technology

In 1990, the *Report of the Provincial Advisory Committee on Post-Secondary Education for Native Learners* was submitted to the Minister of Advanced Education, Training and Technology. This was followed by a presentation to the Premier's Advisory Committee on Native Affairs. The Report focused on the need for British Columbia to work together with First Nations to increase participation and completion rates of First Nations post-secondary students. Recommendations included:

- Native student support services should be established in each public post-secondary institution.
- Native institutions should be eligible for direct provincial funding.
- Native languages should receive academic credit.
- Community-based literacy programs should be delivered to native populations.
- Systems of accountability should be established to monitor completion rates and fiscal allocations.

In 1995, British Columbia approved an Aboriginal Post-Secondary Education Policy Framework. Key strategies include (1) funding for new programs focused on priority labour market areas, (2) an Aboriginal Post-Secondary Bridging Program, (3) affiliation agreements between First Nations-based institutions and public post-secondary institutions, and (3) the establishment of accredited provincial indigenous-controlled institutions. In response to the last strategy, the Institute of Indigenous Government was designated as a provincial institute under the province's College and Institute Act in May 1995. Similarly, the Nicola Valley Institute of Technology was designated a provincial institute in September 1995. Currently, the ministry provides $1.45 million in base funding to the Institute of Indigenous Government and $2.94 million to the Nicola Valley Institute of Technology.

Most universities, colleges and institutes in British Columbia now include Aboriginal representation on Boards of Governors and employ an Aboriginal Education Coordinator to provide Aboriginal student support services. The ministry estimates the number of First Nations, Métis and Inuit students attending post-secondary institutions at between 6,000 and 9,000 students. This figure is based upon the percentage of students who self-declare their First Nation, Métis and Inuit ancestry upon enrolment.

A number of post-secondary institutions have included Aboriginal perspectives in selected regular courses, and offer targeted courses/programs for Aboriginal people. These programs include law, teacher training, adult education, First Nations Studies, health care and social services, trades, business, public administration, justice, and natural resources. Through base funding to post-secondary institutions, the provincial government provides about 185 programs

designed for First Nation, Métis and Inuit learners, including support services for over 100 full time equivalent positions.

On September 5, 2000 British Columbia Advanced Education, Training and Technology Minister Graeme Bowbrick announced a $3.7 million special project fund to help post-secondary institutions promote relevant, high-quality educational projects, programs and activities for Aboriginal learners. Forty-three new projects at 21 institutions were identified. The fund has three main components:

- $1.3 million for short-term programs that help institutions create new programs and courses to meet regional labour market and community development needs.
- $1.6 million for 21 First Nations coordinators who provide on-campus support and services to Aboriginal students.
- $428,000 to enhance services and other activities that focus on increasing enrolment and providing transition support for Aboriginal students.

Four special grants totaling $372,000 were approved to (1) support program development at Wilp Wilxo'oskwhl Nisga'a, (2) provide employment training at Burns Lake, (3) fund the Native Adult Instruction Diploma Program and, (4) produce a report on the outcomes for Aboriginal students.

Both the K-12 and post-secondary systems work closely to develop programs that assist Aboriginal students in making a successful transition from K-12 to post-secondary education and training.

Saskatchewan

In Saskatchewan, education is funded and delivered by two separate ministries. Saskatchewan Post-Secondary Education and Skills Training is responsible for post-secondary education while Saskatchewan Education is responsible for Kindergarten to Grade 12 education.

Saskatchewan is facing a significant growth in its Indian, Métis and non-Status Indian population. By 2016, Statistics Canada projects (in a medium growth scenario) that 17% of Saskatchewan's total population will be of Aboriginal

ancestry. Statistics Canada also estimates that one quarter of all new labour market entrants in the province will be of Aboriginal ancestry.

Four studies have impacted Aboriginal education policies in Saskatchewan: (1) *Indian Control of Indian Education* (1972), (2) the 1978 Svenson Report, (3) the *1982-1984 Curriculum and Instruction Review*, and (4) *Education Equity: A Report on Indian/Native Education in Saskatchewan* (1985, Saskatchewan Human Rights Commission).

The provincial government's response has resulted in:

- A substantive change in the number of Aboriginal people entering the teaching profession as a result of Teacher Education Programs (TEPS).
- Development of an Indian languages curriculum guide.
- Ongoing provincial funding to First Nation and Métis-based post-secondary institutions.
- A curriculum framework for all students that provides recognition and integration of Aboriginal knowledge, history and perspectives.
- Programs of study in education at universities that include a prerequisite in Native Studies and a compulsory requirement in cross-cultural studies at the College of Education, University of Saskatchewan, and a compulsory requirement in cross-cultural studies in the elementary program in the Faculty of Education at the University of Regina.
- Additional financial support for Community Schools where poverty is an issue, and where there is a high Aboriginal student population. Aboriginal students currently represent 55% of the students attending 26 Community Schools around the province. Community Schools focus on a holistic approach to increase the learner's chance of success including culturally affirming student centered programs, involvement of parents, integrated student support services, and community development.
- A plan to achieve education equity in schools with 5% Aboriginal student populations.
- Funding to schools to support stay-in-school initiatives.

- A plan for the integration of school-linked services to enhance the changes of students who are considered at-risk in succeeding at school.
- An Indian and Métis Education Development Program that provides school divisions with incentive grants to support Aboriginal students.
- Development of an Aboriginal Education Indicators Program as a means of monitoring the school, the system's performance, identifying successes and shortcomings, and acquiring information for decision making.
- Partnership agreements between various stakeholders in education including First Nations, municipal, provincial and federal governments, school jurisdictions, community organizations, business and industry.

K-12 Education

Since 1992, Saskatchewan Education has been involved in a cross-sectoral transformation process to meet the learning needs of children and youth at risk. Saskatchewan's Action Plan for Children provides a framework for partners to work together to focus and align their planning and services. In 1995, Saskatchewan Education adopted the Indian and Métis Education Policy for Kindergarten to Grade 12. In 1997, a policy framework for equity in education, *Our Children, Our Communities and Our Future*, was released by the Equity in Education Forum of which Saskatchewan Education was a member. These policy documents have formed the basis for action.

First Nations, Métis and Inuit people in Canada are seeking partnerships in the design and delivery of education programs and services, curriculum development, and governance issues. They also wish to participate in the development of legislation or regulations that impact Aboriginal peoples. Saskatchewan Education officials have been involved in a Treaty Governance Table on Education with the Federation of Saskatchewan Indian Nations and the federal government to achieve these goals.

Saskatchewan Education's Aboriginal Education Unit is responsible for addressing the needs of First Nations and Métis learners. The Aboriginal Education Unit provides consultation to groups and individuals interested in the

development of Aboriginal education in the province for the benefit of all students. The Unit also provides advice and guidance on curriculum actualization and integration, alternate programming, effective delivery, and partnerships with Aboriginal peoples. The mandate and direction of this work are set in accordance with recommendations made by the Aboriginal Education Provincial Advisory Committee, which consists of:

- Saskatchewan Teachers Federation
- Saskatchewan School Trustees' Association
- League of Educational Administrators, Directors and Superintendents
  Saskatchewan Indian Federated College
- Saskatchewan Indian Cultural Centre
- Federation of Saskatchewan Indian Nations K-12 Education
- Gabriel Dumont Institute of Native Studies and Applied Research
  Saskatchewan Urban Native Teacher Education Program
  Northern Teacher Education
- Indian Teacher Education Program
  Community Schools Association
  University of Saskatchewan, College of Education
- University of Regina, Faculty of Education

Post-Secondary Education and Skills Training

Saskatchewan Post-Secondary Education and Skills Training is responsible for apprenticeship, labour market training, and post-secondary institutions. In the last few years, the department has designed an equity policy framework for the training system. In addition, the *Saskatchewan Training Strategy: Bridges to Employment* is a key part of Saskatchewan's agenda to invest in people and help them access training to develop their skills.

Saskatchewan supports three post-secondary institutions that emphasize programming for First Nations, Métis and Inuit students: (1) the Gabriel Dumont Institute of Native Studies and Applied Research, (2) the Saskatchewan Indian Federated College, and (3) the Saskatchewan Indian Community College (also known as the Saskatchewan Indian Institute of Technologies).

The Saskatchewan Indian Federated College (SIFC) was established in 1976. The College is the educational arm of the Federation of Saskatchewan Indian

Nations. SIFC is the only First Nations-controlled, university-level college in Canada. Degree and certificate programs are available at the University of Regina campus and at SIFC's downtown facility in Saskatoon and Prince Albert. SIFC is affiliated with the University of Regina and is fully accredited. It is also fully accredited by the Association of Universities and Colleges of Canada. While it is academically and physically a part of the University of Regina, SIFC hires its own faculty and staff and offers academic programs and personalized student services from a unique First Nations perspective. SIFC has a current enrollment of approximately 1,200 students and has graduated over 1,000 students, many of whom have gone on to post-graduate education. Except for a small provincial grant, SIFC is funded by the Department of Indian and Northern Affairs Canada, and through tuition fees.

The Gabriel Dumont Institute of Native Studies and Applied Research, established in 1980, is the educational arm of the Métis Society of Saskatchewan. The Institute offers decentralized training across the province in accredited and certified programs. The Institute is fully affiliated with the Saskatchewan Institute of Applied Science and Technology and with the University of Saskatchewan for teacher training and other programs. Funding is provided by the province and through courses purchased by the Department of Human Resources Development Canada.

The Saskatchewan Indian Community College/Saskatchewan Indian Institute of Technologies delivers vocational training to Status Indians. It is an educational institution of the Federation of Saskatchewan Indian Nations. Programs are offered through satellite training centres in communities throughout the province and are geared to the economic activities of First Nations in each district.

Teacher Education Programs (TEP)

Saskatchewan's Teacher Education Programs are designed to attract and meet the needs of First Nation, Métis and Inuit Teachers. Saskatchewan Post-Secondary Education and Skills Training funds three of these programs. The fourth program is offered through SIFC.

- In 1973, the **Indian Teacher Education Program (ITEP)** came into existence at the College of Education, University of Saskatchewan. It

is the second such program of its kind in Canada. It receives funding, on a year-to-year basis from the federal government. Each year the program takes in 75 students. Over the past 27 years it has developed from a two-year teaching certificate program to a four year Bachelor of Education program with over 700 graduates.

- The **Northern Teacher Education Program (NORTEP)** was established in 1976. It is a four-year, off-campus program that leads to a Bachelor of Education Degree for northern residents. NORTEP is operated by a legally incorporated council with assistance from the University of Saskatchewan and the University of Regina.
- The **Saskatchewan Urban Native Teacher Education Program (SUNTEP)** was established in 1980 and is a four-year teacher education program designed for Métis and Non-Status Indian students interested in obtaining a Bachelor of Education degree. The program is administered through a cooperative agreement with the Gabriel Dumont Institute of Native Studies and Applied Research and the Universities of Regina and Saskatchewan. Campuses are located in Regina, Prince Albert and Saskatoon.

Over 1,300 teachers have graduated from these programs over the past 27 years. About 67% of the Aboriginal teachers currently working in Saskatchewan's public schools graduated from one of these programs. About 33% have graduated from the regular education program at university. Since 1989 the number of Aboriginal teachers in Saskatchewan school divisions has increased from 170 to about 330. A number of TEP graduates have pursued post-graduate degrees and have become principals, superintendents and decision makers within various government departments and agencies.

Aboriginal Employment Development Program

In 1998, the Saskatchewan throne speech identified the need to build upon the existing Aboriginal Employment Development Program. An emphasis has been placed on supporting Aboriginal participation in key economic sectors (i.e. forestry, mining, agri-value and tourism) through Aboriginal-owned business ventures and partnerships between Aboriginal and non-Aboriginal businesses. A commitment has also been made to develop sectoral job training initiatives to prepare Aboriginal peoples to enter the workforce.

School-to-Work Transition Program

School-to-Work Transition Partnerships between the Federation of Saskatchewan Indian Nations, HRDC, the Meadow Lake Tribal Council, Touchwood File Hills Qu'Appelle Tribal Council and school officials of Regina, Buffalo River, and Waterhen have enabled the delivery of school-to-work programs in communities for secondary students. This program enables students to complete high school and acquire knowledge and skills necessary for entry into the workforce or post-secondary institutions.

Manitoba

In Manitoba, K-12 and post-secondary education is administered through a single ministry, Manitoba Education and Training. The Native Education Directorate provides leadership and coordination for departmental initiatives on Aboriginal education, and is focused on issues such as curriculum development and cross-cultural education/anti-racist programming. The Directorate is working with northern school divisions to facilitate professional development with $4.2 million in school development grant funding. The Directorate works with Aboriginal organizations, government agencies, administrators, teachers, parents, and students. The Directorate is currently developing an Aboriginal Education and Training Strategy.

First Nations, Métis and Inuit people represent approximately 12% of Manitoba's total population, the highest proportion among the provinces. Of the 244,000 children in Manitoba public schools, 45,000 or 18% are of Aboriginal descent.

In its 1998 throne speech, the provincial government indicated that the needs of Aboriginal youth would be addressed through partnerships with the Aboriginal community, other governments, and the private sector. The provincial government also announced that it would work with Aboriginal communities to:

- Increase the graduation rates of Aboriginal students.
- Increase the participation rate of Aboriginal students in training.
- Increase the overall labour market participation of Aboriginals.

- Ensure the Aboriginal perspective is incorporated into curricula and programming.

Apprenticeship Initiatives

Manitoba is working to expand apprenticeship programming across the province. The total number of apprentices in Manitoba has doubled over the past five years. A new *Apprenticeship and Trades Qualifications Act* was proclaimed in May 1999 giving industry greater decision making powers. Manitoba Education and Training estimates that of the 4,400 apprentices currently being trained in Manitoba, approximately 11% are of Aboriginal ancestry.

Most Aboriginal apprentices are now in the construction trades. Manitoba seeks to broaden the participation of Aboriginal people into a variety of trades. In 1999, Manitoba Education and Training signed the Apprenticeship and Training Agreement with the Assembly of Manitoba Chiefs to provide the Assembly with $102,200 to promote and increase Aboriginal participation and employment opportunities in apprenticeship and trades training.

The Council on Post-Secondary Education

The Council on Post-Secondary Education (COPSE) was formed on April 1, 1997 to manage colleges and universities under one organization. The Council is responsible for the transfer of provincial resources to each post-secondary institution ($300 million per year), program approval through the Secretariat, and transfer arrangements between colleges and universities. The Council is comprised of 11 members. Currently, the chair of the Council and one other member are of Aboriginal ancestry. One of the stated goals of the Council is to develop programs to meet the learning needs of Aboriginal learners.

The post-secondary system in Manitoba includes four publicly funded universities: (1) University of Manitoba, (2) University of Winnipeg, (3) Brandon University, and (4) College Universitaire de Saint Boniface. There are also four publicly funded community colleges: (1) Red River College, (2) Assiniboine Community College, (3) Keewatin Community College, and (4) Ecole Technique et Professionale. In addition, proposals are currently being developed for the establishment of a University College of the North that would

have a specific focus on the Aboriginal community. Yellowquill College, currently a small college managed by the Dakota Ojibway Tribal Council, is developing a proposal to become an Aboriginal university college in southern Manitoba.

Post-Secondary Initiatives for First Nation, Métis and Inuit People

For the past 25 years, Manitoba has operated Access programs. Under Access programs, Manitoba provides funds to institutions to develop specialized programs to meet the needs of under-represented groups. Current funding for these programs is $5 million annually. As well, financial assistance is provided to those Access students who meet the program's eligibility criteria. Access programs for Aboriginal learners have been developed in social work, nursing, engineering, medicine, and teacher training. Access programs are designed to provide academic and personal support to students to help them successfully complete their programs and be gainfully employed.

Two of the most successful programs funded through Access are the (1) Brandon University Northern Teacher Education Program (BUNTEP) and (2) the Program for the Education of Native Teachers (PENT) delivered by Brandon University. These programs offer individuals from northern Manitoba communities an alternative to traditional campus-based teacher training. Since 1974, over 1,200 individuals have graduated from BUNTEP and PENT. The majority are now classroom teachers or school administrators while others work as Chiefs of First Nations, Superintendents of Education, counselors, or employees of the Department of Education or Aboriginal organizations.

BUNTEP is designed to eliminate the financial and social hardships associated with long-term resettlement to a university campus by offering the program in a student's community. A student participating in the program is typically 30 to 35 years of age, a single parent, and has been out of school for an extended period of time. Students work toward the Brandon University 5-year concurrent program (B.G.S./B.Ed.) or an undergraduate degree in Arts, Science or General Studies and a B.Ed after-degree. Communities are actively involved in the program in a number of ways including choosing the applicants, providing a facility to house the program, and providing accommodation for traveling

professors. Since the program's inception, 25 northern communities have participated in BUNTEP. The program is currently operating in 8 communities.

PENT is also a community-based teacher education program. PENT's student profile is similar to BUNTEP students. PENT students combine paraprofessional work in their community schools from September to April with courses at Brandon University from May to July. Student teaching is carried out during the school year in conjunction with paraprofessional work. Students may also enroll in distance delivery courses during the winter. The extensive internship is the most significant aspect of the program and makes it unique among all teacher education programs in Canada. Graduating teachers will spend approximately 50 months in schools before receiving their certification. PENT programs are also now being delivered to some communities in northern Ontario.

Post-secondary institutions in Manitoba have also developed other programs (not funded by Access) to meet the needs of Aboriginal students. Red River, Assiniboine and Keewatin all offer programming in First Nation communities. Red River College also has an Aboriginal Education Division providing specialized programming and supports to Aboriginal students. Assiniboine and Keewatin have redeveloped some programs to have an Aboriginal education focus. Similarly, universities such as Brandon University are responding to meet the needs of Aboriginal students. About 40% of the student body at Brandon University is Aboriginal.

Manitoba currently supports one Aboriginal-based private vocational school. Anokiiwin Training Institute is a full service Aboriginal-owned training institute and a Microsoft Certified Solutions Provider. Course offerings include computer courses, diploma courses, and community based training.

Labour Market Arrangements

Manitoba has entered into a number of cooperative labour market arrangements with the federal government:

- **Partners for Careers** is a joint initiative between the Manitoba Government (Manitoba Education and Training, Manitoba Aboriginal Affairs, and the Aboriginal Affairs Secretariat) and Human Resources Development

Canada (HRDC). In 1997, the province and the federal government announced this joint, 3-year $1.4 million project in order to match Aboriginal high school, college and university graduates with entry level career positions. To date, the program has placed over 50% of the 1,000 plus graduates. The initiative is a placement service run for and by Aboriginal professionals, and operates as a business. The Winnipeg delivery agent is the Centre for First Nation, Métis and Inuit Human Resource Development. The rural delivery agent is the Canadian Council for First Nation, Métis and Inuit Business. The success of the program has been attributed to the delivery agent's visibility within the community, and its record of support for the Aboriginal community. In 1999/2000, the Manitoba Government provided an additional $100,000 to the program.

- **The Aboriginal Council of Winnipeg** was established in 1990. The Council's mandate is to represent the interests of all First Nation, Métis and Inuit people living in an urban setting. A single window delivery approach provides a wide range of services to meet the needs of First Nation and Métis individuals. The Council is funded through a tripartite agreement between the Council, the Manitoba Government, and the federal government.
- **The Urban Aboriginal Funding Working Group** was established in 1997. As part of the 1997 Labour Market Development Agreement between the federal government and the Manitoba government, the Department of Human Resources Development Canada (HRDC) committed an additional $15 million over 3 years for employability improvement measures for Aboriginal residents of Winnipeg. HRDC and Manitoba Education and Training invited the Assembly of Manitoba Chiefs, the Manitoba Métis Federation, and the Aboriginal Council of Winnipeg to appoint representatives to ensure community input into decision-making.

Ontario

Education programs in Ontario are funded and delivered by two separate ministries. Ontario Education is responsible for Kindergarten to Grade 12 education, and Ontario Training, Colleges and Universities is responsible for post-secondary education. Neither ministry has a branch structure solely devoted to Aboriginal education matters.

In March 1996, the Ontario Government released an Aboriginal Policy Framework. The Framework was designed to ensure that provincial policies, programs and services for Aboriginal people would support self-reliance by helping to create opportunities for employment and economic development.

In July 1998, the Ontario Government announced a new strategy, *Building Aboriginal Economies*, as part of a commitment to implement the 1996 Aboriginal Policy Framework. Four key strategies were identified: (1) increasing Aboriginal partnerships with the corporate sector, (2) removing barriers to economic development, (3) improving access, and (4) creating opportunities. The Ontario Government continues to promote Aboriginal partnerships with the corporate sector through *Working Partnerships*, a 5-year $11.8 million program. The Ontario Government addresses barriers to economic development by focusing on education, skills and capacity development issues. For example, as part of an effort to help Aboriginal students complete their post-secondary education, the Ontario Government has continued to provide $6 million in annual funding to post-secondary institutions. The Ministry of Education and Training has also maintained other programs for Aboriginal people and youth including:

- First Nation, Métis and Inuit apprenticeship programs that combine on-the-job training with classroom learning. The programs are adapted to meet the specific needs of Aboriginal communities.
- The Job Connect program that provides career information and referral, employment preparation, and on-the-job training.
- Support for literacy and basic skills training delivered through 29 Aboriginal agencies in consultation with Aboriginal literacy organizations.

K-12 Education

Ontario developed new secondary curriculum that was initially introduced in schools in September 1999, and was to be implemented on a yearly basis until September 2002. Included in this curriculum development are 10 courses in Native Studies and 5 courses in Native Languages. Four Native-specific courses can be counted toward the 30 courses required to earn the Ontario Secondary School Diploma. The Grade 9 course explores First Nation, Métis and Inuit

cultures through art, and can be substituted for the compulsory Arts course. The Grade 11 Native Studies course, *English: Contemporary Aboriginal Voices*, can be substituted for the compulsory Grade 11 English course. Any Native Studies course can be used as an additional course in Canadian and World Studies. The Grade 9 Native Language course can be substituted for the compulsory Grade 9 French course.

With the new student-focussed funding to school boards, the ministry provides a Learning Opportunities Grant to every board to support students who, because of a variety of socio-economic and cultural factors, require special assistance to succeed. Allocations to school boards are determined by a formula that factors in the proportion of immigrant families, the Aboriginal off-reserve population, a parent's level of education, and certain socio-economic indicators within a board's jurisdiction. During 2000/2001, the Toronto District School Board received $54,500,508 and the Keewatin-Patricia District School Board received $874,224 to provide programs of literacy and numeracy services to address the needs of students in any of the categories mentioned.

In 1997, the Ontario Government established the Education Improvement Commission (EIC) to oversee the transition of the new system of education governance in Ontario (the number of school boards was reduced to 72). In a January 2000 report, the EIC indicated that school boards involved in educating Native students had positive relationships and innovative partnerships with First Nation education authorities but increases in learner success were still necessary. The EIC called for adjustments to the funding formula, particularly where the costs of education were not covered by a tuition agreement.

Ontario legislation currently allows for Native representation on school boards, school councils (every school has a school council), the special education advisory committee of school boards, and the Minister's Advisory Committee on Special Education.

Post-Secondary Education

In 1988 the Ministry of Colleges and Universities identified the need to develop a strategy that would increase the number of Aboriginal students attending and graduating from Ontario's colleges and universities. A Native Advisory

Committee with representation from all Ontario First Nations and Métis organizations was established to oversee the development of a strategy. The Advisory Committee submitted its final report to the ministry in January 1991 recommending that:

- A Native Education Council should be established to advise the Minister in all aspects of native post-secondary education.
- A Proposal Review Committee should be established to review and select institutional proposals for funding.
- Support services should be provided to students.
- Community involvement should be increased.
- Access to post-secondary institutions should be improved.
- Native Teacher Education programs should be supported.

In 1991/1992, the strategy was approved. A 7-year program with $3.1 million in initial funding and an evaluation requirement after 4 years was established. With the program's success in increasing access to post-secondary opportunities for Aboriginal students, a commitment was made in 1999/2000 to continue funding at $6 million per year. Each institution interested in participating in the program must establish an Aboriginal Council on campus. Institutions are requested to identify in a proposal the total number of students attending the institution, the number of Aboriginal faculty and counselors on staff, the specialized services offered to First Nations, Métis and Inuit students, and the type of Aboriginal-specific programs offered.

International

United States

K-12 Education

In the United States the population of American Indians and Alaska Natives grew by about 16% to 2.3 million people during 1990/1999. The growth of Asian and Pacific Islander populations and Hispanics was even higher over the same time period, approximately 43% and 38% respectively.

In 1999, the Department of Education estimated that there were 405,400 Indian students attending public schools and 43,100 students attending Bureau of Indian Affairs schools. (The Bureau of Indian Affairs funds schools on reserve lands.) In total, these students represent 1% of all American schoolchildren. The 1999 budget request for about 12% of the American Indian K-12 population was $486.8 million.

American Indian school children have not experienced the same degree of learner success as other students. In many schools, Indian students miss an average of almost one-day of school a week. At the national level, at least one in three Indian children leaves high school before obtaining a diploma. This number represents a dropout rate that is almost four times that of other Americans, and is the highest rate of any minority group. Achievement of Indian students falls below national averages. According to the 1994 National Assessment of Educational Progress, 48% of American Indian 4th grade students and 63% of 8th grade students scored "at or above basic" on the reading assessment compared to 60% for all 4th grade students and 70% for all 8th grade students. In 1995, Indian students were 60 points behind all students on the Scholastic Aptitude Test (SAT).

There have been some improvements in Indian education since 1969, the year a congressional investigation labeled Indian education in America as a national tragedy. In the past three decades, new federal programs have helped incorporate more Indian cultural activities into the lives of Indian youths, and more Indian educators into schools. The educational level of Indians has improved, and the numbers attending college have doubled. However, Indian children's K-12 performance has improved little. The improvements in educational attainment have primarily come from participation in General Education Development programs, adult-education classes, and a system of Tribal Colleges.

In 1998, President Clinton established an Interagency Task Force on American Indian and Alaska Native Education to:

- Improve reading and mathematics.
- Increase high school completion and post-secondary attendance rates.

- Reduce the influence of long-standing factors that impede educational performance, such as poverty and substance abuse.
- Create a strong, safe and drug-free school environment.
- Expand the use of educational technology.

The Task Force was given a two-year mandate to:

- Ensure that each participating agency on the Task Force consult with tribal governments on education-related needs and priorities.
- Develop a long-term comprehensive Federal Indian education policy. The policy would be designed to improve Federal interagency cooperation, promote intergovernmental collaboration, and assist tribal governments with meeting the education needs of their children (e.g. preservation, revitalization, and use of native languages and cultural traditions).
- Consider ideas in the Comprehensive Federal Indian Education Policy Statement proposal (developed by the National Indian Education Association and the National Congress of American Indians) in creating the Federal Indian education policy.
- Develop recommendations to implement the policy (e.g. ideas for future interagency action).

Working with the Task Force, the Department of Education committed to:

- Develop, publish and distribute a guide that describes programs and resources, and how American Indian and Alaska Native students can benefit.
- Develop and implement a comprehensive Federal research agenda to: (1) establish baseline data on academic achievement and retention of American Indian and Alaska Native students in order to monitor improvements, (2) evaluate promising practices used with those students, and (3) evaluate the role of native languages and culture in the development of educational strategies.
- Establish Regional Partnership Forums to identify promising practices and approaches on how to share information, provide assistance to schools, develop partnerships, and coordinate intergovernmental strategies supportive of the goals of the Executive Order.

- Establish school pilot sites: (1) identify a reasonable number of schools (both public schools and those funded by the Bureau of Indian Affairs) that could serve as a model for schools with American Indian and Alaska Native students, and (2) provide the schools with comprehensive technical assistance in support of the goals of the Executive Order.

Funding for Indian Education has increased over the past 2 years. The 2001 budget request for Department of Education Programs that serve Indians was $115.6 million, an increase of $38.5 million above the 2000 request. The funding request was to undertake the following:

- $92.8 million for Formula Grants to local educational agencies. (A $30.8 million or 50% increase over the 2000 level.)
- $2.4 million for Demonstration Grants to promote school readiness for pre-school children and enhancement of language development.
- $2.6 million for Professional Development Grants to help provide training and support for Indian students pursuing degrees in education and other fields.
- $10 million for an American Indian Teacher Corps to train Indian college students to become teachers.
- $5 million for an American Indian Administrator Corps to support Indians to become school administrators.
- $2.8 million for research, evaluation and data collection activities.

Funding is also available from other budgets to support programs that benefit Indian students (e.g., Class Size Reduction, Safe and Drug Free Schools, School to Work, Special Education, and programs for children with disabilities).

Post-Secondary Education

In 1968, Dinè College on the Navajo Nation in northeastern Arizona became the first tribal college in the United States. The number of tribal colleges has increased from 7 institutions in 1972 (the founding institutions of the American Indian Higher Education Consortium) to 30 institutions today.

Most of these institutions are located on isolated Indian reservations and are chartered by one or more Indian tribes. Every tribal college in the United

States is accredited, or is a candidate for accreditation, by a national accrediting board. Although tribal colleges predominately serve American Indian students, they generally have an "open door" admission policy. Tribal colleges serve more than 26,500 full-time and part-time students a year. The full-time student enrollment ranges from 150 at the smallest schools to more than 2,000 students at the larger institutions. On average, 75% to 85% of tribal college graduates pursue further studies or become employed in the local community. A Tribal College student is typically (1) a part-time student, similar to a majority of community college students, (2) about 27 years of age, (3) a single mother of young children, (4) is dependent on welfare or an extended family for support, and (5) is in need of basic remediation Over the past few years, the average age of a Tribal College student has decreased from 30 years to 27 years. Many young people now enroll in tribal college directly from high school.

At each college, core curriculum is centered on indigenous language and culture, and local economic needs. For example, the focus in the northwest is on the fishing industry while the focus in the Great Lakes region and Montana is forestry. All colleges offer basic education, business, and native language courses, and many offer courses in health professions and entrepreneurship.

The Tribal Colleges primarily offer 2-year certificates, and degrees. Six colleges offer 4-year degrees and two offer graduate degrees. Originally, Tribal Colleges were intended to be "bridges" to post-secondary education but are now evolving into full-program institutions of higher education. All the institutions have articulation agreements with mainstream institutions. Tribal colleges with 4-year baccalaureate degree programs are:

- Salish Kootenai College (Montana).
- Dinè College (Arizona).
- Oglala Lakota College (South Dakota).
- Sitting Bull College (North Dakota).
- Haskell Indian Nations University (Kansas).
- Sinte Gleska University (South Dakota).

Over the years, four types of tribal colleges have emerged in the United States:

- Twenty-five Tribal Colleges are "Tribally Controlled Community Colleges" created and charted by a federally recognized Indian tribe. Because of the federal trust responsibility to Indian tribes, and because these institutions are located on Indian reservations, core operating funds are provided (at one half of the authorized amount) through the Department of Interior under the Tribally Controlled Community College Assistance Act.
- Two are "Tribally Controlled Vocational Technical Institutions" chartered by one or more federally recognized Indian tribes and funded under the Carl D. Perkins Vocational and Applied Technology Act.
- Two are owned and operated by the Bureau of Indian Affairs.
- One is Congressional chartered and governed by a presidentially appointed board of trustees.

In 1996, a White House initiative on Tribal Colleges and Universities was established to address the following issues:

- Recognition and Participation - to ensure that Tribal colleges are fully recognized as accredited institutions and that they have access to opportunities afforded to other higher education institutions.
- Resource Streams – to ensure that federal resources are committed to tribal colleges and that mechanisms are established for increasing access by tribal colleges to federal resources.
- Educational Opportunity – to promote access to high-quality educational opportunities for economically disadvantaged students.
- Native Language and Culture – to promote preservation and revitalization of native languages and cultures.
- Linkages in the Education System – to encourage innovative linkages between the tribal colleges, early childhood programs and elementary and high schools.
- National Education Goals – to support the national education goals.

To achieve these goals, a 3-part strategy was developed:

- A Presidential Advisory Board on Tribal Colleges and Universities, consisting of 15 national leaders from tribal colleges, the private sector, foundations and the education community, was established.

- An Office of the White House Initiative on Tribal Colleges and Universities was established. This Office is responsible for coordinating the federal and private sector resources available to tribal colleges, advocacy, fostering public/private partnerships, and coordination of the overall implementation of the Executive Order.
- A federal 5-year strategic plan for implementation was created.

The President's 1999 fiscal year request for Tribally Controlled Colleges was $35.4 million, an increase of $5.5 million from the 1998 fiscal year. The United States government also funds a program to strengthen the capacity of the Tribal Colleges ($9.0 million in the 2000 fiscal year) and a program to strengthen Alaska Native and Native Hawaiian institutions ($5 million in the 2000 fiscal year). About $29 million was requested for undergraduate scholarships.

The Bureau of Indian Affairs funds two post-secondary vocational institutions ($16 million): (1) The Institute for American Indian Arts ($4.25 million), and (2) the United Tribes Technical College ($2.5 million). The Bureau also provides funding ($2.7 million) for adult Indians to obtain their General Education Development degree.

New Zealand

In 1997, Maori students represented 20% of all students attending New Zealand schools. This proportion is higher in primary schools (22%) than secondary schools (16%). While Maori make up 20% of the school-age population, 9% of primary and 7% of secondary teaching professionals are Maori.

In 1998, New Zealand's Ministry of Education conducted a Census of all state schoolteachers. A decision was made to update this database regularly to improve the monitoring of the ethnic representation of the school teaching service, and to allow for an analysis of teacher turnover and loss rates by ethnicity. The ministry continues to place a high priority on attracting Maori people into teaching, especially into Maori-immersion teaching. Despite increased enrolments, the number of teachers available to deliver the full

curriculum in the Maori language is limited. It is estimated that 200 to 400 new Maori teachers will be required every year from 1997 to 2001 to meet the expected 7% growth in demand for Maori-based education.

Maori Education Strategy

In August 1997, the Ministry of Education and the Ministry of Maori Development initiated a more strategic approach for improving education for Maori, and to improve the benefits Maori receive from the government's investment in education. The two ministries organized a broad consultation process to address the following issues:

- Educational disparities between Maori and non-Maori students.
- Effectiveness of the government's investment in education.
- Responsiveness of the education system to Maori needs.

In November 1997, a discussion paper *Making Education Work for Maori* was released. This was followed by 25 regional discussions across the country. A series of less formal meetings were also held. The ministry received about 400 written submissions. Five broad and interrelated themes emerged from the consultation process:

- Maori need more input into education.
- Schools and the education system should be more accountable.
- Schools and the education system should be more responsive to Maori needs and aspirations.
- Changes should be made in attitudes and expectations for the achievement of Maori children.
- Maori language should be reintroduced and preserved within the school system.
- Better information and communication should be available.

The New Zealand Government responded with the Maori Education Strategy. The strategy principles are:

- Quality education is fundamental to the social and economic development of Maori.
- The Maori language is integral to the development of Maori education.

- Maori having more authority and responsibility in education is an integral part of improving educational achievement.
- Education policy makers and service providers are accountable to the community for the quality of the educational system.
- Parental involvement can contribute in a significant way to success in education.
- Maori education policy must be integrated into the wider strategic framework for Maori social and economic development.

Policy initiatives stemming from the strategy include:

- Improve the educational performance of Maori students in all mainstream schools (i.e., schools that are not Maori based). The Government has approved changing the National Education Guidelines to require schools to develop plans and programs to address the educational needs of Maori students. School plans would need to demonstrate how schools will address the educational disparities between Maori and non-Maori students.
- Provide practical assistance to teachers and Boards of mainstream schools on how they can address the educational needs of Maori students. The New Zealand Government has agreed to provide additional resources to allow schools to train principals and teachers to develop practical, realistic plans and programs to meet the change to the National Education Guidelines.
- Empower more Maori communities to participate in the education of their students. The New Zealand Government has agreed to contract school and community liaison people to help schools, Maori parents, and Maori communities build closer relationships. The Government has also approved a communications strategy to help inform Maori parents about their role in their children's education.
- Enhance traditional Maori education. The New Zealand Government is committed to examining partnership arrangements between Maori communities and schools at a governance level. Projects aimed at improving governance of schools in Maori communities may result in the establishment of Maori education authorities.

1999/2000 Strategies

1. Continued support for Maori language initiatives in education:
   - Provide adequate numbers of appropriately skilled teachers with both language and pedagogy skills to support all forms of language education from basic Maori through to full immersion.
   - Provide adequate numbers of quality Maori medium teaching and learning materials.
   - Improve the quality of provision in Maori medium programs across all sectors, especially the primary and secondary level.
   - Implement a more robust and transparent process for setting-up Maori based education to ensure they are educationally viable.
   - Develop Maori language assessment measures for schools.

2. Continued support for Maori in early childhood and parent education:
   - Develop a resource framework that encourages increased quality of early childhood provision.
   - Review the overall regulatory approach to early childhood education.
   - Encourage more Maori parents into parent education programs.
   - Maintain effective relationships with those groups working in Maori early childhood and parent education.

3. Continued support for Maori in schools:
   - Develop an information framework and performance indicators to assess overall student and provider performance.
   - Strengthen the ability of parents and students to make better-informed decisions to assess the best educational outcomes for Maori.
   - Increase the ability of parents to interact with schools and teachers to judge their children's achievement.
   - Improve the quality and quantity of information to Maori about their schools' effectiveness in raising student achievement.
   - Develop school improvement initiatives and the strengthening of partnerships between schools and Maori communities.

4. Support links between Maori and education providers:

- Develop local policies to enable Maori communities to make more effective use of scarce management and governance resources by facilitating more co-operative arrangements.
- Encourage more effective engagement between education providers and Maori especially in the schools sector through school support projects.
- Develop and implement school support and school improvement initiatives with a particular emphasis on strengthening partnerships between schools, the community, and the ministry.
- Broaden the network of key Maori education stakeholders.
- Provide guidelines to schools on responding to Maori needs.

5. Continued support for Maori in teaching:
   - Support the recruitment of talented Maori into teaching.
   - Improve workload situations for Maori teachers, especially in secondary schools.
   - Provide professional development programs for teachers in Maori medium education, and support secondary teachers of Maori to deliver programs across the curriculum.
   - Develop a national strategy to provide leadership to schools in the use of information technology to support delivery of the curriculum.

6. Continued support for Maori in tertiary education:
   - Strengthen the accountability of providers to students.
   - Improve the monitoring of Maori participation in tertiary education and training.
   - Increase the number of Maori in teacher training programs.
   - Maintain and continue to develop effective external relationships with Maori organizations and groups with an interest in tertiary education.
   - Continue to work with the key education agencies involved in the provision of services to tertiary education.

7. Increase the ministry's responsiveness to Maori needs:
   - Raise the quality of policy advice on Maori education issues.
   - Implement guiding principles for consulting and communicating with Maori.

- Implement a set of principles of best practice to assist schools in consulting and engaging with Maori.
- Raise the understanding and awareness of Maori education issues within the ministry.

8. Continued support for Maori Education Research:
   - Implement protocols for assessing implications for Maori in all research proposals and for the dissemination of research findings to Maori.
   - Implement a more robust Maori education research program to establish research priorities in specific areas of Maori education.

9. Encourage Maori education innovation and initiative:
   - Encourage local solutions to local needs.
   - Promote urban Maori involvement in education innovation and initiative.
   - Strengthen effective external relations with groups and organizations involved in local education initiatives.
   - Work closely with organizations and groups actively involved in the provision of education and other related services.

10. Support efforts for more Maori authority and responsibility in education:
    - Maintain effective and open working relationships with Te Kohanga Reo National Trust, Te Runanganui o Nga Kura Kaupapa Maori o Aotearoa and Te Tauihu o Nga Wananga.
    - Strengthen effective external relationships with other stakeholders in Maori education.
    - Work closely with Maori-based organizations, initially exploring more authority in the control and delivery of education to Maori.

Examples of Some 1999/2000 Maori-Specific Policy Initiatives and Budgets:

Early Childhood Special Education. $3.1 million over 3 years to provide professional development for special educators and early childhood service

providers, and to undertake a pilot program to help identify and assist Maori children with special education needs who are not receiving assistance.

Anau Ako Pasifika/Awhina Maatua. $523,000 over 3 years to purchase 120 new places in parenting programs with emphasis on heritage language use and early intervention for families.

Professional Development for Maori Teacher Training Providers. $284,000 in 1999 to increase the quality of staff providing training to Maori teachers.

Maori Language Education Plan. Approximately $6.5 million over 3 years to increase the development, publication, and supply of Maori language teaching and learning materials.

Maori Language Proficiency Professional Development for Early Childhood Teachers. Approximately $1.6 million over 3 years to purchase Maori language professional development programs for Maori medium (K-6) and early childhood teachers.

Maori Enhanced Targeted Individual Entitlement. Approximately $3.4 million over 3 years to provide financial assistance to low-income Maori families so they can exercise choice.

Maori Education Strategy. Approximately $12.7 million over 3 years for a communication campaign to provide information to Maori communities, and about $4.9 million over 3 years to establish an implementation team to examine accountability, management, and governance arrangements for Maori schools.

Alternative Education Program. An additional $22 million over 3 years for the Alternative Education Program that funds delivery of education to at-risk young people, including Maori youth, who are not enrolled in school and are alienated from regular school environments.

Strengthening Families. Approximately $41 million over 3 years to the Strengthening Families initiatives to provide intensive home-based support for

families, including Maori families, in difficult circumstances with new born babies.

Appendix F

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